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ABSTRACT

This guide is intended for personnel who are responsible for planning and conducting a Work Experience and Career Exploration Program (WECEP), a special cooperative education program for 14- and 15-year-old special needs students. Chapter 1 provides guidelines for program development, including rationale, purpose, advantages, a basic planning guide; check list of activities for organizing a WECEP program, the teacher/coordinator, student identification, and contact persons. Chapter 2 presents information on state and federal rules and regulations regarding child labor as well as the required and optional forms around which WECEPs are organized. Training stations (work experience) are the focus of chapter 3. Chapter 4 provides materials for the in-school related class, career exploration. Four parts (58 lessons) cover these general topics: preparing for the job market, understanding oneself, basic career information, and job clusters (agricultural occupations, business, marketing, and management occupations; health occupations; home economics occupations; and industrial oriented occupations). Each lesson contains these components: lead-in, focus (objectives), sufficient activities for use in a 2-year course, and student worksheets. Answer keys conclude the chapter. Chapter 5 is an annotated listing of suggested resources. (YLB)

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WECEP GUIDE

(Second Edition)

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Charleston, Illinois

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Five very willing and able WECEP teacher-coordinators served as advisory committee members contributing numerous suggestions and developing many ideas in order to compile a Guide which would contain practical information. Committee members were selected from various parts of the State, from both rural and urban areas, and represented teacher-coordinators with various amounts of WECEP experience. Kathy Barrett, Gary Grasmick, Elmer McPherson, Gordon Pasley and Bob Stoy spent many hours in writing time, travel time, and conferring time assisting with the project.

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-Diane Blair

TABLE OF CONTENTS

Page

Preface vii

CHAPTER I. GUIDELINES FOR PROGRAM DEVELOPMENT 1
Rationale 1
Purpose 1
Advantages of a Cooperative Education Program 2
Definition of Terms 4
A Basic Planning Guide for WECEP 5
Check-List of Activities for Organizing a WECEP 7
The Teacher-Coordinator 9
Organizing an Advisory Committee 10
Identifying the WECEP Student 11
Preparing Students and Parents for WECEP 12
Motivating the WECEP Student 14
The In-School Work-Related Class 15
Introducing the Program to the Community 16
Transporting WECEP Students 17
The School Counselor and WECEP 17
Vocational Youth Clubs 18
Important Contact Persons 19
Planning the Year-End Activity 20
Making Career Decisions 21

CHAPTER II. RULES, REGULATIONS AND FORMS 23
Overview 23

Part A. State and Federal Rules and Regulations 27
Child Labor Regulations, Orders and Statements of Interpretation (Part 570) 29
Child Labor Law - State of Illinois 33
Six Day Work Week Law 34
Labor Laws as They Pertain to Fourteen and Fifteen-Year-Olds 35
State Program Guidelines for WECEP 39
Social Security Tax Deductions 40
Worker's Compensation Interpretation 41
Interpretation of Unemployment Insurance Act (Sections 220 and 227) 42
State Board of Education (Special Guidelines) 43

Part B. Required Forms 45
U.S. Office of Education Instructional Codes 47
Employment Certificate 49
Application for Social Security Number 50
Training Memorandum 51
W-4 Withholding Allowance Certificate 53
1040-A - U.S. Individual Income Tax Return 55
IL-1040 - State Individual Income Tax Return 57
Application for License to Employ a Learner at Subminimum Wages (State) 59
Application for Authorization to Employ a Learner at Subminimum Wages (Federal) 61
Application for Handicapped Worker Certificate (State) 63
Application for Handicapped Worker Certificate (Federal) 65
Added Costs to the Employer 67
Part C. Optional Forms 69
Log of Possible Training Stations 71
Master List of Training Stations 72
Teacher-Coordinator's Monthly Report 73
Teacher-Coordinator's Monthly Travel Report 74
Student's Application for WECEP 75

WECEP Student's Data Sheet 76
Training Station Report 77
WECEP Student Budget and Expenditures of Wages 79
Teacher-Coordinator's Evaluation of WECEP Student 80
Trainer's Evaluation of WECEP Student 81
Employer's Evaluation of WECEP Student 8
Student's Evaluation of WECEP 83
Certificate of Appreciation 84
Applications for Employment 85
Application for Savings Account 91

CHAPTER III. WORK EXPERIENCE (TRAINING STATIONS) 93
Overview 93
Locating Training Stations 93
Securing Training Stations 94
Matching Students with Training Stations 95
Maintaining Training Stations 96
Evaluating Training Stations 97
Conclusions 98

CHAPTER IV CAREER EXPLORATION (RELATED CLASS) 99
Suggested Uses of the Lesson Materials 99
Teacher-Coordinator's Record of Completed Activities 101
Student's Record of Completed Activities 105

Part A. Preparing for the Job Market 107
Lesson 1: People Have Different Lifestyles 109
Lesson 2: Why Work Anyway? 113
Lesson 3: Job Sources 117
Lesson 4: Filling Out Forms 121
Lesson 5: The Job Interview 125
Lesson 6: Employer Expectations 1
Lesson 7: Occupational Safety 151
Lesson 8: Following Directions 155
Lesson 9: Jobs Are No Longer Male and Female 159

Part B. Understanding Myself 163
Lesson 10: Who Am I 165
Lesson 11: My Interests, Abilities, and Goals 169
Lesson 12: Getting Along with People 173
Lesson 13: School Subjects and Jobs Go Hand-in-Hand 177
Lesson 14: My Writing Skills 181
Lesson 15: My Listening Skills 185
Lesson 16: My Numbers Skills 189
Lesson 17: My Reading Skills 193
Lesson 18: How Am I As a Student? 197
Lesson 19: Citizenship, the Law, and Youth 201
Lesson 20: Coping With Frustrations 205
Lesson 21: Convincing Others of My Worth 209

Part C. Basic Career Information 213
Lesson 22: How to Investigate Careers 215
Lesson 23: Pitfalls in Career Planning 219
Lesson 24: Training and Education Requirements 223
Lesson 25: Opportunities Available in the Local Community 227
Lesson 26: Occupations Not Found in the Local Community 231
Lesson 27: Value of Part-Time Jobs 2
Lesson 28: A Job in the Armed Forces 239
Lesson 29: The Factory Worker 243
Lesson 30: Labor Unions 247

Part D. Job Clusters 253

Agricultural Occupations 255

Lesson 31: Overview: Agricultural Occupations 257
Lesson 32: Jobs on the Farm 261
Lesson 33: Jobs in Ornamental Horticulture 265
Lesson 34: Jobs Related to Renewable Natural Resources 269
Lesson 35: Jobs in Animal Care 273

Business, Marketing, and Management Occupations 277

Lesson 36: Overview: Business, Marketing and Management Occupations 279
Lesson 37: Supermarket Workers 283
Lesson 38: Department Store Workers 287
Lesson 39: Office Workers 291
Lesson 40: Jobs at Financial Institutions 295

Health Occupations 299

Lesson 41: Overview: Health Occupations 301
Lesson 42: Dental Occupations 307
Lesson 43: Hospital Workers 311
Lesson 44: Nursing Home Workers 315
Lesson 45: Doctor's Office Workers 319

Home Economics Occupations 323

Lesson 46: Overview: Home Economics Occupations 325
Lesson 47: Child Care Occupations 329
Lesson 48: Hotel, Motel, and Resort Occupations 333
Lesson 49: Food Service Occupations 337
Lesson 50: Clothing Occupations 341

Industrial Oriented Occupations 345

Lesson 51: Overview: Industrial Oriented Occupations 347
Lesson 52: Garage and Service Station Occupations 353
Lesson 53: Foundry Workers 357
Lesson 54: Building Trades Occupations 361
Lesson 55: Custodians and Maintenance Occupations 365
Lesson 56: Barbering and Cosmetology Occupations 369
Lesson 57: Driving Occupations 373
Lesson 58: Community Service Occupations 377
Answer Key 381

CHAPTER V. SUGGESTED MATERIALS 389

PREFACE

The WECEP Guide, Second Edition, has been prepared for personnel who are responsible for planning and conducting a Work Experience and Career Exploration Program, a special cooperative education program for fourteen-and fifteen-year-old special needs students. This Second Edition replaces the 1972 WECEP Guide, and serves as a supplement to the DAVTE publication by Dr. E. Edward Harris, **Handbook for Cooperative Vocational Education in Illinois.** Both publications should serve as constant sources of information for WECEP personnel.

The revised WECEP Guide is intended to be a resource which can be adapted to the needs of students in the local program; therefore, the Guide has been organized in a loose leaf notebook so that the teacher-coordinator may make additions and deletions. Pages also have been included for use as worksheets which are to be duplicated and used with students in the classroom.

At the end of one year, and again after an extended period of time, users of the Guide will be asked to evaluate and to make recommendations. Inquiries and suggestions should be directed to the Department of Adult, Vocational and Technical Education, Program Approval and Evaluation Section, Illinois Office of Education, Springfield, Illinois.

8

CHAPTER 1

GUIDELINES FOR PROGRAM DEVELOPMENT

Rationale

Local, state and national educators are concerned about students who develop a feeling of frustration or failure in academic achievements, and who wait for their sixteenth birthday to quit school. Many educators believe one way to help solve the problem is to provide these students with experiences in occupational education when they are fourteen and fifteen years old. At one time, such programs were not allowed because child labor laws limited the age of employment to those sixteen years or over.

Then, several state departments of education expressed to the U.S. Department of Labor, Employment Standards Division, their interest in developing experimental programs for the fourteen and fifteen year age group. The U.S. Office of Education indicated that changes in child labor laws were needed in order to carry out the intent of Congress as set forth in the Vocational Acts as amended in 1968.

As a result, the Employment Standards Division waived the age restriction until August 31, 1972, and later extended the date to August 31, 1973, for designated experimental programs. The modifications published in the Federal Register on November 5, 1969, allow fourteen- and fifteen-year-old youth in approved programs to work up to twenty-three hours a week when school is in session, and up to three hours a day, any portion of which may be during school hours.

On September 3, 1975, Federal regulations were revised making it possible for WECEP to continue indefinitely on a permanent basis. States wishing to continue or to begin programs must obtain approval from the administration of Wage and Hour Division of the U.S. Labor Department before operating a WECEP. Approval is granted for a two-year period of time and is renewable when programs have satisfactorily completed requirements as spelled out by the U.S. Department of Labor. For more detailed information on rules governing fourteen- and fifteen-year-old work programs, see pages 23-43.

Purpose

Programs, such as WECEP, utilize a cooperative education approach to provide career exploration training experiences. Specific goals are aimed at helping youth **to become oriented and motivated toward education and to begin preparation for the world of work.**

These cooperative programs are intended to help each student discover his or her potential and then to move, step-by-step, through a realistic program of improvement. Students are not "tracked." As a goal, after a period of time in a cooperative work program, these students will move into either college preparation or specialized vocational skill programs, or, having gained appropriate work skills, enter the world of work.

Enrollment in WECEP is limited to fourteen- and fifteen-year old students who have special needs which prevent them from functioning effectively in the regular classroom. They may be elementary, junior high, or high school enrollees. At first glance, these students may appear to the general public to be special education students; however, WECEP is designed primarily for the academically and/or financially disadvantaged student instead.

WECEP is conducted in classroom facilities furnished by the school. Students spend approximately one period each day in a work-related class. The teacher-coordinator provides job-related and skill instruction, including individualized and remedial learning experiences. Under the supervision of employers and teacher-coordinators, students gain work experiences on jobs which are approved under Federal and State laws. School credit is given to students for their participation in the work experience as well as for the work-related class. In addition, to the extent that scheduling will permit, students also take those courses which are required for graduation as stipulated by the local education agency.

Advantages of a Cooperative Education Program, Such as WECEP

Advantages come to a number of groups other than the student who, no doubt, benefits most from the cooperative education type of program. Advantages may be suggested in the following ways:

Advantages to the Student:

1. Offers an opportunity to receive some specific occupational training while attending school.
2. Offers training for young people in a chosen occupation in their local community.
3. Offers an organized plan of training on-the-job under actual business conditions.
4. Offers an opportunity to secure training at a relatively low cost because it is secured while attending the public school.
5. Establishes definite work habits and attitudes.
6. Makes possible a satisfactory transition between school and work.
7. Allows for a better correlation of school work and school activities and employment since the student comes to recognize his or her own needs.
8. Lends encouragement to stay in school until graduation.
9. Offers an opportunity to remain employed in the local community after graduation.
10. Motivates interest in other school subjects.
11. Develops a sense of responsibility.
12. Enables students to stay in school because of their earning power.
13. Enables one to make an intelligent choice of his or her life's work early in life.

Advantages to the School:

1. Broadens the school curriculum.
2. Helps hold students in school longer.
3. Allows the school to offer occupational training for those who are going to enter an occupation immediately upon graduation.
4. Provides credits which can be used for graduation and for college entrance.
5. Enables the school to better meet the training needs of the community.
6. Allows for a diversity of occupational training at a relatively low cost.
7. Provides closer cooperation between the school and the community.
8. Lessens the disciplinary problems of the school.
9. Necessitates a relatively small amount of equipment.
10. Permits flexibility in instruction.

10

Advantages to the Community:

1. Encourages young people to remain in their home community upon graduation.
2. The community has a part in training for its own needs.
3. Causes more young people to remain in school.
4. Helps meet the immediate training needs of the community.
5. Lessens unemployment problems of the youth of the community.
6. Tends to produce citizens who will meet their responsibilities at an earlier age.
7. Improves the economic climate by increasing student buying power.
8. Promotes a closer relationship between the community and the school.

Advantages to the Employer:

1. Allows the employers to become acquainted with the prospective employees.
2. Provides a source of future employees.
3. Enables the employer to become a part of the school's training function.
4. Reduces labor turn-over.
5. Enables the employer to turn the screening function over to the school.
6. Causes other employers to see the need for trained workers.
7. Enables the employers to have more direct return on their tax dollar.
8. Enables the employers to have an input into the school's curriculum.

Advantages to Labor:

1. Offers training which heretofore has not been possible in many cases.
2. Enables labor to help guide the program through representation on the advisory committee.
3. Provides a source of well-trained leaders.
4. Provides the assurance that the labor market will not be flooded.
5. Offers pre-apprenticeship training that will be advantageous to both apprentices and journeymen.
6. Opens the way for part-time and evening classes for apprentices and journeymen.

What Cooperative Education Will Do:

1. Provides the opportunity for on-the-job training that is organized, supervised and directed.
2. Provides the student with the opportunity to learn an occupation and earn a school diploma at the same time.
3. Provides an opportunity for the school and the community to cooperate on an educational program.
4. Enables small communities to have an effective vocational program and larger communities to expand on their vocational programs.
5. Gives training on a real job under actual working conditions.
6. Motivates interest in other school subjects.
7. Tends to hold students in school until graduation.
8. Enables the school to become better informed on occupational and technological developments within the community.

(Author Unknown)

Definition of Terms

ADVISORY COMMITTEE — a group of local people selected by the school from business and industry who suggest to school personnel what programs should be offered, what subject matter to be included in the various programs, and assist with the evaluation of the program. WECEP could have a separate committee or have representation on the over-all school vocational advisory committee.

CAREER DEVELOPMENT — A continuous process throughout life in which experience and decisions related to those experiences provide a source of information for developing a positive self-concept and which assists one in choosing a meaningful vocation.

CAREER EXPLORATION — An experimental search by way of researching, observing, or testing out, a number of jobs in different fields to determine one's likes and dislikes toward them, and to decide what areas should be studied further before making a job selection.

COOPERATIVE VOCATIONAL EDUCATION — An educational program which combines school with the working world by giving credit to students for work which is sponsored jointly by school and business and which is supervised by both.

EMPLOYER — One who provides the training station for a student to be legally employed on a part-time basis, the one who supervises student workers, and the one who pays the salary of that student.

IN-SCHOOL RELATED CLASS — At least one period each school day which is devoted to increasing self-esteem, exploring career options, developing a positive attitude toward work, and gaining entry level skills for students with special needs.

ON-THE-JOB TRAINING — Instruction which is given at the job site at the same time the employee is receiving pay for doing a task. Learning technical skills as well as proper character, attitude, and personality development are goals sought to be improved.

SPECIAL NEEDS STUDENTS — Those persons who do not function efffectively within the regular classroom situation for one reason or another.

TEACHER-COORDINATOR — A member of the local school teaching staff who supervises placement of students at training stations, organizes the instruction in the related class to prepare students for employment, and coordinates classroom instruction (related class) with activities at the training stations.

TRAINING MEMORANDUM (Training Agreement) — A statement of agreement regarding the student's participation in a cooperative education work program which is jointly sponsored by: teacher-coordinator, student, employer, parent, and school administrator.

TRAINING PLAN — An itemization of learning experiences and tasks developed by the teacher-coordinator, student, and employer which the student will undertake at the training station.

TRAINING STATION — Places of employment in the community where students work for money, earn school credit, and are supervised both by the school and business personnel.

VOCATIONAL EDUCATION — Programs within a school setting to prepare persons for jobs which do not require a baccalaureate or advanced degree.

WECEP (Work Experience Career Exploration Program) — A cooperative vocational program designed specifically for fourteen- and fifteen-year-olds who are economically or academically disadvantaged. (This program is not to be confused with either regular or special education co-ops).

WORK-STUDY — A program designed for youth to work for non-profit organizations and receive earnings which will assist them to pay for additional training. No classroom instruction is involved and no credit is given. (WECEP is not a work-study program).

YOUTH CLUB (Vocational Youth Club, Student Organization, Student Club) — Organizations formed for students within the school setting to promote occupational information, to develop leadership, and to motivate students toward work and/or further training.

Additional terms related to cooperative education are defined in Harris, **Handbook for Cooperative Education.**

A Basic Planning Guide For WECEP

The success of WECEP is directly related to:

- — Amount of planning at the local level
- — Quality of planning at the local level

Each local district must determine its needs and then develop a program unique to that situation. At the same time, the local district must also comply with the policies of: (1) the Department of Adult, Vocational and Technical Education, (2) the U.S. Department of Labor, and (3) the State of Illinois Department of Labor.

In each district, administrators, teacher-coordinators, and advisory committee members should be involved in the planning phase of WECEP. Other school personnel and the community are to be oriented early to the purposes and organization of the program. Guidelines for school district personnel to consider when planning a new program might include the following:

I. Determine what the overall philosophy of WECEP will be
  A. Values
  B. Needs

II. Identify roles of school personnel in relation to WECEP
  A. Superintendent
  B. Principal
  C. Deans
  D. Counselors
  E. Classroom teachers (other than teacher-coordinator)

III. Define responsibilities of teacher-coordinator

IV. Establish bases for selection of students
  A. Criteria
  B. Responsibility

V. Determine teaching facilities needed for program

VI. Establish location of coordinator's office and classrooms

VII. Identify process for developing in-school instruction
  A. Name person(s) responsible for setting up special curriculum
  B. Assure that program complies with school attendance law

VIII. Outline curriculum for related class

IX. Set up system for individual counseling services

X. Establish system for determining responsibility of students for a successful program

XI. Outline responsibilities of school for providing:
  A. Daily class schedules
  B. Work permits
  C. Transportation to job sites
  D. Strict enforcement of school attendance law

XII. Determine responsibility of employer for assuring:
  A. Agreed upon hours of employment
  B. Social Security payments
  C. Worker's Compensation Insurance
  D. Payment of the minimum wage
  E. Student learner provisions
  F. Adherence to child labor laws

XIII. Clearly define responsibility of student for his or her:
  A. Attendance at school and at work
  B. Achievement in school
  C. Personal appearance
  D. Social-emotional-personal growth
  E. Responsibilities to employer

It is imperative that a core of people become familiar with the total program. Visits to observe other WECEPs and their organization assists new program leaders with development procedures and gives new life and additional ideas to those already working in an established WECEP.

Many steps are involved in establishing a new program and important details are sometimes forgotten. An itemizing of various details has been compiled into a checklist which may bring to mind other details needing consideration.

Education is great.
It helps you worry about things all over the world.
—Fat Albert

CHECK-LIST OF ACTIVITIES FOR ORGANIZING A WECEP PROGRAM*

School Administrators' Responsibilities:

_____ 1. Secure the approval of the local school board to begin obtaining information about organizing a WECEP.

_____ 2. Request the services of DAVTE in the preliminary planning of the program.

_____ 3. Obtain permission to conduct a needs survey.

4. Survey the need for a WECEP:
   _____ a. Establish student interest.
   _____ b. Locate part-time employment possibilities in the community.
   _____ c. Locate possible full-time employment opportunities in the area.
   _____ d. Pin-point job categories in the community which have the most critical shortages of trained workers and who will hire students.
   _____ e. Identify job categories in the community which employ the largest numbers of student workers.

_____ 5. If survey results show a need for a WECEP, write a program proposal according to guidelines provided by DAVTE and submit it to them.

_____ 6. Receive back from DAVTE a signed contract which states the funding agreement.

_____ 7. Write a job description and define responsibilities and authority of teacher-coordinator.

_____ 8. Hire teacher-coordinator.

Teacher-Coordinator's Responsibilities:

_____ 9. Inform the school staff about the program.

_____10. Inform the public about the program through the media.

_____11. Assist with the development of the advisory committee.

_____12. Meet with advisory committee to seek assistance in designing the program and solicit their help in locating training stations.

_____13. Continue publicity of the program through the media to encourage student and employer participation.

_____14. Establish potential training stations.

_____15. Develop specific criteria for selecting students for the program.

16. Develop a course of study for the related class which includes, but is not limited to:
   _____ a. Understanding self
   _____ b. Understanding others
   _____ c. Job getting skills

______ d. Job keeping skills
______ e. Career choices

______17. Select students for the program.

______18. Begin preparing students for entry into the program and the work situation.

______19. When students are ready, place them in job situations.

______20. Prepare a schedule for visiting students at the work sites*and continue to keep in close contact with the employers.

______21. Give to each student, at short intervals, written evaluations of his or her progress (both classwork and work training).

______22. At the end of the year, plan a program or banquet which will allow the students to express their gratitude to cooperating employers.

______23. Again use public media to publicize the year-end program; this publicity helps promote the program for the following year.

______24. Allow each of the following participants, individually, to point out through an evaluation form the strengths and weaknesses of the program:
______ a. Students
______ b. Employers
______ c. Teacher-coordinators
______ d. Other school personnel

______25. Prepare a final report of evaluations

______26. Send this evaluation report to:
______ a. School administration and personnel
______ b. Employers
______ c. Advisory Committee
______ d. Parents and Students (optional)

______27. By the end of the school year, the teacher-coordinator should strive to have each student placed in a satisfactory training station.

______28. Survey the alumni at least every third year to determine their recommendations for future programs.

*Adapted from: Sullivan, James A., **Special Programs Cooperative Education Guide,** Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois.

The Teacher-Coordinator

The person hired to be the teacher-coordinator must take on a number of different roles at various times. Such roles include:

1. An **Administrator** who organizes the program, makes out reports, arranges meetings, attends meetings.
2. A **Public Relations Expert** who does carry-over work from the school to the community and back to the school.
3. A **Coordinator** who sees that both the school program and the work program run smoothly and that student needs are met.
4. A **Teacher** who strives to promote concepts and skills.
5. A **Counselor** who deals with educational, social, personal, and occupational problems of participants in the program.
6. An **Evaluator** of the students in the classroom, of the students on the job, of the value of the program, and of the success of the program.
7. A **Growing Professional** who continually attempts to uplift the program and to become better informed.

Specific tasks of the teacher coordinator can be itemized in the following way:

ROLE	TASKS
1. As an Administrator:	A. Conducts student interest surveys. B. Conducts employer availability surveys. C. Writes policies, standards, and agreements. D. Assists with budget development. E. Assists with scheduling program. F. Selects students for the program.
2. As a Public Relations Expert:	A. Engages in public relations activities. B. Prepares reports and other informational releases of interest for the media. C. Continually promotes WECEP.
3. As a Coordinator:	A. Organizes and utilizes the services of an advisory committee. B. Arranges student interviews and placement with approved employers. C. Assists students in obtaining Social Security cards, health permits, etc. D. Prepares student schedules. E. Coordinates in-school instruction with on-the-job experiences. F. Confers with employers at regular intervals and visits students on the job. G. Visits parents of students in the program.
4. As a Teacher:	A. Develops instructional materials for the related class. B. Provides in-school related instruction. C. Facilitates learning in classroom situations. D. Secures services of resource persons.
5. As a Counselor:	A. Participates in workshops and conferences. B. Consults with other practicing coordinators. C. Forms professional organizations.
6. As an Evaluator:	A. Develops community employment profile. B. Determines student readiness for employment. C. Determines suitability of employees for cooperative training stations. D. Performs continuous evaluation of total program. E. Conducts follow-up of graduates.
7. As a Growing Professional:	A. Participates in workshops and conferences. B. Consults with other practicing coordinators. C. Forms professional organizations.

As a trainer of young workers, the teacher-coordinator will want to give special thought to their needs. . . . .

Each one is different. Each one is changing at his or her own rate and in his or her own way from child to adult. This rapid change begins at about 12 to 14 years of age and continues to 21 or 22. The period of greatest stress comes between 14 and 18.

YOUR YOUNG WORKERS. . .

UNDERSTAND THEM

They are growing up physically and mentally.
They have learning ability but may lack judgement.
They are striving for independence but feel insecure.
They want to conform yet value their individuality.

TEACH THEM

Make your instructions clear and concise.
Start them on jobs they can do quickly and well.
Teach them safe practices.
Answer their questions and explain their mistakes.

ENCOURAGE THEM

Make them welcome.
Praise them when they deserve it.
Help them stand on their own feet.
Show them your enthusiasm.

RESPECT THEM

Listen to their ideas.
Give them responsibility when they can take it.
Help them find opportunities for improving their training.
Promote them when you can.

— Author Unknown

Organizing An Advisory Committee

Early in the formation of a program, a group of advisors should be named. Two different types of advisory committees are possibilities for WECEPs, with participation in one type or the other a requirement. Whichever type of advisory committee that is selected, advisory members must be kept active and involved.

One type of advisory committee is to have membership, along with the other cooperative education programs, on the general over-all vocational education advisory committee for the school. This committee will provide assistance in planning, implementing, and maintaining WECEP's part in the total vocational program.

The second type is a specialized advisory committee which is formulated and which yields support only to WECEP. Committee members are to be selected because of their experience and knowledge in their respective occupational fields as well as having an interest in the school's cooperative education program. The committee should be selected and asked to serve for these purposes:

1. Advise on developing policy and local philosophy of WECEP.
2. Help determine educational goals and requirements needed by students as seen by the community.
3. Give assistance to establish and maintain good communications between the community and the school.
4. Advise in developing the educational objectives for WECEP.
5. Aid in evaluating the WECEP program with regard to community requirements.
6. Aid in establishing criteria for selection of WECEP students.
7. Assist in long-term planning including curriculum, equipment, and facilities.
8. Promote certain educational services to students and citizens such as career information, job placement, public relations, obtaining resource people for the classroom, etc.

Teacher-coordinators must be willing to consider each recommendation made by the committee and use their services and suggestions often.

Some suggestions when selecting advisory council members are:

1. Length of membership should be no more than three years.
2. Choose at least one member who is employed in each of the cluster areas: Agriculture, Business, Health, Home Economics, and Industrial Occupations.
3. Select other members from school faculty, parents, and students.
4. Represent men, women, and minorities.
5. Make sure they have time to serve on the committee.
6. Each one must show an interest in the special needs of the WECEP student.

Note: Additional details on the advisory committee can be found in the "Advisory Council Member," a Department of Adult, Vocational and Technical Education bulletin, and the **Handbook for Cooperative Vocational Education in Illinois.**

Identifying the WECEP Student

WECEP is designed for the fourteen- or fifteen-year-old student who the local administration feels could benefit from a work program. Typically, these students are academically disadvantaged and tend to have certain common characteristics. However, not all of these students exhibit all of the same characteristics and WECEP students are not to be confused with special education students. The observations that follow are general and are not intended to be complete or final. They are merely meant to describe **some** of the characteristics of **many** of the students:

— Students are often one or more years older than the students in their grade.

— Reading skills are poor.

— Many have difficulty with spelling, writing, and arithmetic skills.

— Their records show poor grades and low scholastic achievement.

— Often they are failing two or more subjects.

— They are chronic absentees.

— Poor relationships exist between students and their peers.

- Poor student-teacher relationships are a problem.
- They are unable to discipline themselves.
- Little interest is shown in school activities.
- School regulations are not followed.
- A poor self-concept persists.
- A good adult image is lacking.
- They often have had conflicts with the law.
- Their social values are non-acceptable.
- The student's family has a low economic background.
- Often their family has a negative attitude toward school.
- The family may not be accepted by neighborhood or community.

While these characteristics are very negative in nature, once the student has been identified and accepted into the program, a positive atmosphere should persist and negative characteristics must be changed into positive ones. Some of these positive characteristics for which a WECEP teacher-coordinator must constantly strive are the following:

- Qualities of leadership.
- Potential for creativity.
- Positive peer relationships.
- Knowledge of how to survive in the community (economic independence).
- Honesty.
- Insight into feelings of adults toward youth.
- Perceptiveness.
- Loyalty to peer group.

By first recognizing the negative characteristics of students with special needs and then using the resources of school and community, educators can, with careful effort, build upon the positive characteristics. Concerned coordinators can help to shape, in a positive fashion, the once negative future of the special needs student.

Preparing Students and Parents for WECEP

Usually a parent is concerned for the well-being of his or her child, but this may not be the case if the school suggests in any way that this child is being treated as a problem child. Parents do not want to be told that their children are "different."

It is essential that teacher-coordinators begin very early in the year to educate parents and students with regard to all the ramifications of the program. Only when a program such as WECEP is explained thoroughly and when parents understand all the separate parts, can full cooperation from parents be expected. The teacher-coordinator must be very certain that both parent and student completely understand the potential rewards of the program and the procedures which will be followed. Then many of the problems which often arise may be avoided.

A teacher-coordinator may want to follow these procedures after learning that a student has expressed interest in WECEP and has tentatively been accepted as a student in the program:

1. Arrange for a conference at the student's home when both student and parent(s) are there.
2. Take all papers, forms, informative materials, contracts, etc. to this conference.

20

3. Explain in great detail all parts of the program. Your conference should include, but not be limited to, the following:
    a. Discuss the purpose of the program as exploring careers and learning work skills, but more than that WECEP strives for attitudinal changes and training toward motivation.
    b. Detail for the students their responsibility to improve themselves in areas of deficiency, (i.e., low grades, absenteeism, disciplinary problems, etc.) and that failure to do so may be grounds for their release from the program.
    c. Provide an awareness that the student will be paid for the hours worked, but that the student must attend school (related class, as well as regular classes) in order to work that day. If absent from school, the student is to call both the teacher-coordinator and the employer.
    d. Make certain that student and parents know there may be differences in wages paid to different students because of varying jobs and employers.
    e. Both student and parent are to inspect and sign all papers and contracts.
    f. Secure a copy of the birth certificate or a verification of it.
    g. Discuss transportation allowances and methods.
    h. Discuss employer banquet or tea that will be held as a culminating activity at the end of the year.
    i. Talk about job preferences of the student and if he or she has any particular work station in mind.
    j. Make sure the student has a Social Security number or makes an application for one while you are there.
    k. Inform the parent that you will be keeping in close contact with him or her from time to time, and **suggest that the parent feel free to call you at any time.**
    l. Be friendly, but firm, about the objectives of the program and assure them that new achievements are expected of the student.

After the groundwork has been laid with parents and students, additional conditioning must continue for students. Such training may be handled in group situations during the related class or discussions may be needed on an individual basis. The school counselor may be a valuable resource person in assisting with attitudinal changes; however, the teacher-coordinator must assume many of the same "trusting" and friendly" relationships that the counselor-student relationship brings.

The teacher-coordinator and student should develop a feeling between them which exhibits the attitude that says, "I like you as a person no matter what you do. There may be times, however, that what you do may be disturbing and inappropriate, but we will work on those times to improve situations."

By keeping an unpleasant action separated, both in time and space, dealing objectively with the problem comes much easier. For example, if a student takes something from the business where he or she works and does not pay for it, the employer becomes very unhappy with the student and the program, and threatens to end the student's employment as well as program involvement.

The teacher-coordinator must then deal with the student, first by remaining as emotionally detached as possible but retaining respect for the student as a person. Aid the student to see that the action, as it was in the time and place it occured, was not acceptable and must not occur again. Work out feelings and needs involved in the situation. Keep close, friendly, and personal contact with the student as he or she strives to avoid similar situations. Frequent praise for small achievements are pleasing words to a student who may be conditioned to hear only negative statements.

One conflict very real to many teacher-coordinators is the pressure that comes for placing students in jobs, while at the same time, the teacher-coordinator is feeling the compulsion for adequately grooming them before locating them in work situations. A compromise, by necessity, may need to be the rule of thumb.

Other conditioning of the students must take place and is an integral part of the related class. Often the best time to handle the situation is the moment when the need is made known. The teacher-coordinator's role, more than any other teacher, must be to take the student where he or she is, accept that person, but at the same time find characteristics and qualities which require nurturing and care in order for that student to become more acceptable in society.

Motivating the WECEP Student

Motivating students has long been the quest of educators, but to the WECEP teacher-coordinator, motivation is the wire around the bale of hay, the carton around the milk, or the seam that holds the garment together. Without motivation, the entire program will fall apart. Students are ill-placed if they are self-starters and high achievers. This is not to say that they are permanently "turned off" to all things, but have "tuned out" traditional school.

If the WECEP related class becomes another class just like what they are used to, students will be no better off than before. No two days should be alike. When an atmosphere of something new is about to happen, students get caught up in the expectancy.

Motivation, then, is that force within the individual which incites him or her to action. A number of suggestions are listed which will provide ideas for the teacher-coordinator to keep in mind when attempting to plan instruction for motivating special needs students.

— Learning tasks must correlate closely with the abilities of students.

— Since a student's most saleable skill is attitude, constant nurturing to build up a positive self-concept is vital.

— Some students believe that fate, chance, and luck are controlling forces; these students are apt to never be high achievers unless change in attitude takes place.

— Other students believe that achievement comes by striving for excellence, having self-confidence, taking calculated risks, and are willing to take personal responsibility for what happens. Strive to have this attitude in all members of the class.

— Have a positive approach and a high regard for students as people, regardless of who they are.

— Be aware of current trends in the world of youth.

— Speak a language students understand.

— Possess a sense of humor which is consistent.

— Create a classroom that is relaxed and conducive to learning.

— Have a thorough and current knowledge of the subject matter.

— Academic interest and enthusiasm generate the same in others.

— Students quite often will work only as hard as the teacher-coordinator expects them to work; expect what their abilities will allow.

— Subject matter should deal directly with work and the lives of students as maturing adults whether it contributes to their personal growth or to career development.

— Use of many visual aids are excellent teaching tools but must be attractive, informative, thought-provoking, and current.

— Community resources are a "must" since they bring an awareness of the real world.

— Encourage students to participate in extra-curricular activities.

— Let students know what they are to learn in advance and take every opportunity to relate one piece of information to another.

Friendly competition, in the form of games and activities, produces an atmosphere quite unlike the usual classroom, and at the same time produces a situation among habitual losers which now dictates that some will be winners for a change.

Some systems which are a variation from the regular classroom situation are these:

1. The Point System. Points or credits are earned for as many achievements as possible and might include such as these:
   - — Completion of assignments.
   - — Keeping a job for a certain length of time.
   - — Regular school and job attendance.
   - — Being on time to school and work.
   - — Participating in all activities in class.
   - — Giving a weekly job report.
   - — Having satisfactory deportment.
   - — Securing a guest speaker.
   - — Arranging for a field trip.
   - — Volunteering for a "Well Done."
   - — Helping a classmate.
2. The "Well Done" Approach. At periodic intervals focus is placed on one student. The student is not to respond to any statement until all comments are made. This order is followed:
   - — Students name specific positive points where the student has achieved well.
   - — Students point out where the student needs to improve.
   - — Student being discussed lists both positive points as well as points needing improvement.
   - — Student responds with specific ways he or she will try to improve the situations.

   Extreme caution must be taken by the teacher-coordinator to see that the atmosphere remains helpful, friendly, and caring.
3. Contracting. Get a commitment from the student as to what he or she will do, how it will be done, when it will be completed, and how it should be evaluated. Stating the tasks clearly in order to prevent misunderstandings is of prime importance.
4. Visit with parent(s) often to show that there is genuine concern. By the time students are in high school, parents are prone to leave them on their own and typically students want it that way. But, if WECEP is to be a special program, then "special things" must be done to make it different. As long as the contacts remain positive in nature, both student and parent enjoy the special attention the teacher-coordinator gives.
5. Check with other teachers. Check from time to time with other teachers to determine attitude changes and progress made, and let the student know about these times. Praise (or points) should be given when progress is demonstrated and concern should be shown when problems arise.
6. Special Events. Plan activities as rewards for improved behavior. Such events might be to:
   - — Have a swimming party, pizza party, or roller skating party to culminate a major class achievement.
   - — Select a student of the month who has achieved well. Put his or her picture in the newspaper along with an article describing the student in his or her work station.
   - — Give fast food restaurant gift certificates (50¢ ones) as incentive awards. Some fast food restaurant managers will give WECEP teacher-coordinators these coupons.
   - — Use special field trips or guest speakers as rewards.

(Adapted from Sullivan, James A., **Special Programs Cooperative Occupational Education Guide.**)

The In-School Work-Related Class

WECEP has two facets: — Work Experience
— Career Exploration

Work Experience involves actual on-the-job training at a local place of business. The student is paid and is expected to work in much the same way as other employees.

The Career Exploration part of the program deals with students being exposed to a number of different careers and either through reading or observing formulate feelings for or against particular career fields. The opportunity for this exploring comes during the in-school work-related class which is at the school and is usually one period per day.

This work-related class should be designed to provide many varied opportunities for students to explore various careers. An important phase of the related class must be to assist students with developing a positive self-concept which allows for making realistic career preferences.

For students to gain a knowledge of career opportunities and then to determine which are within the realm of their potential takes skill and much practice. If the related-class is to become the most valuable and practical teaching time of the student's program, concentrated effort must be exerted to use the time to its fullest potential.

Chapter IV of this Guide offers springboards for teacher-coordinators to use in selecting materials to be used in the class. This Guide is not meant to be used as the course of study. Teacher-coordinators will face many problems unique to their situations which must be dealt with at the moment and in the method best suited to their needs.

Some sources of information which teacher-coordinators will want to make use of are:

- Films
- Media Kits
- Career Files
- Books and Magazines
- Standard Forms (Applications, Social Security, Tax Forms, Etc.)
- Field Trips
- Speakers
- Interviews
- Others

Each teacher-coordinator will want to organize a career file in which to store career information as it is gathered. Students will be writing for information as well as gathering it on field trips. Such materials should be kept in a well-organized filing system with old out-dated material being discarded periodically.

The creative teacher-coordinator is the one who uses various types of common media to impress upon minds the type of learning which should be taking place. Not a new idea at all, but one that is very true is:

> I Hear and I Forget,
> I See and I Remember,
> I Do and I Understand.
> –Old Chinese Proverb

Introducing the Program to the Community

How does the teacher-coordinator introduce himself or herself along with the program to the community? Should the program be developed by making visits to business, industry, and labor before developing an advisory council? Should an advisory committee be organized? What role should the Chamber of Commerce play in this program? Can the city government be of any help? What is the role of civic and social organizations?

A teacher-coordinator must consider many approaches. Contacts should be made to as many organizations as possible to enlist the help of civic groups, such as the local Chamber of Commerce, manufacturing associations, and service clubs. Many businesses prefer to be approached through the civic organizations in which they have membership.

If the city government has an education committee, the teacher-coordinator should seek permission to speak to this group of civic leaders.

An advisory committee should be named and members used to promote the program as well as to give advice on organizing. (Details for using advisory committees may be found on pages 10-11, with additional information provided in Harris, **Handbook for Cooperative Vocational Education in Illinois**, pages 35-37).

Some suggestions for promoting interest in the program are as follows:

— Seek opportunities to explain why the program is being offered in the community.

— Be enthusiastic; enthusiasm is contagious.

— Never minimize the contributions that students can make to the world of work.

— Point out the valuable contributions the business sector can make toward changing values of young people.

— Be prepared to answer questions about the program. KNOW YOUR PROGRAM!

— Contact the newspaper, the radio station, and the local TV stations for appropriate coverage.

Transporting WECEP Students

Probably one of the most difficult problems a teacher-coordinator will be asked to face is that of finding ways for transporting students to training stations. The problem should not become solely that of the teacher-coordinator but should be shared with the students in the class. When a transportation problem arises, present the conditions in the form of a case study. Discuss the various transportation methods available such as:

— Bicycle
— Train
— Bus
— Walking (to nearby sites)
— Taxi service
— Parent
— Car pool provided by parents
— District-owned bus service
— Volunteer groups within the community who transport

In the end, it will be the responsibility of the teacher-coordinator to make the arrangements for transportation, but it should not be done without sharing the problem with the class.

If taxis are used, students are to ask for a receipt and bring it and the change to class the next day, or it may be possible to arrange for a monthly billing from the cab company.

Avoid having WECEP students ride with older cooperative education students in the students' cars. Only as a last resort should a teacher-coordinator consent to use his or her time to drive students to work.

The School Counselor and WECEP

As a part of the educational team working toward the goal of optimum development of the individual, counselors are concerned that each student receives guidance and assistance in those areas which will aid him or her to adjust successfully to society. Counselors are available to inform, to guide, to help and to counsel students toward self-understanding, self-acceptance, and, ultimately, to mature and responsible adulthood as effectively as is possible within the framework of the school. Placement in WECEP is one very effective program that can be used with students who may not otherwise successfully reach these goals.

The counselor has a responsibility to serve all children, but carries a special responsibility to the student who might become an early school leaver. Such young people require more from the counselors than class schedule changes. Within the framework of the WECEP program and with the total school facilities at his or her disposal, a counselor can:

1. Test
2. Interpret test results
3. Aid in the selection of students
4. Counsel students
5. Prepare class schedules
6. Provide career information
    a. For students
    b. For teacher-coordinators
7. Handle referrals for special evaluation and placement
8. Act as liaison between teacher-coordinator and other faculty members, and the administration of the school
9. Re-evaluate students in the program

An individual's achievement in school subjects, use of leisure time activities, and his or her home and peer relationships play a significant part in exposing that student to educational work roles. Readiness for successive career stages is dependent upon exposure to an ever-widening range of occupational experiences. Counselors influence career development whether they provide, ignore, or withhold occupational experiences. Continuous exposure to work and education is necessary to prevent distorted pictures of one's ideas of self and environment.

The teacher-coordinator should establish a good working relationship with the school counselor. When both the counselor and the coordinator understand the WECEP student, that student feels he or she has two adult friends. Often this is more adult concern than the student has ever had before at one time within the school setting. It behooves the teacher-coordinator to keep the counselor informed of progresses made by students. Notes jotted on a simple form are effective communication measures.

Vocational Youth Clubs

WECEP students are to be encouraged to join one of the vocational clubs within the school, or to join a local service organization which is not directly school-related. A vocational club within the school setting requires extra time and energy of the teacher-coordinator, but it is time and effort well-spent in that often students receive additional motivation toward both school and work.

The purpose of a vocational youth club is to bridge the gap between what is learned in the classroom with what is taking place at the training station and lends strength to the instructional program. Students develop skills in leadership since the activities of the club are carried primarily by students under the supervision and guidance of the teacher-coordinator.

Harris states these advantages for organizing a vocational youth club:

— Provides for the development of leadership.

— Develops a feeling of dignity for employment.

— Promotes standards of excellence.

— Encourages broader educational experiences.

— Fosters cooperative efforts.

— Promotes motivation toward development of technical skills through contests, recognition events, and awards programs.

A club organized specifically for WECEP students brings great feeling of accomplishment if students are deeply involved with its organization. The teacher-coordinator must see that each club member functions and then gives each one credit for a job well-done. Some activities to consider might include these among many others:

— Elect officers and hold regular meetings in class.

— Hold fund-raising activities.

— Buy shirts with "WECEP" printed on them. Give extra points if students wear their shirts on special designated days.

— Print a newsletter once a month.

— Select a "Student of the Month" who has shown the most improvement, or who has the best work and class attendance records.

— Hold an end-of-the-year field trip or banquet.

Other clubs within the school setting which WECEP students may be interested in joining are these:

— FFA — Future Farmers of America
— DECA — Distributive Education Clubs of America
— IOEA — Illinois Office Education Association
— FBLA — Future Business Leaders of America
— HOSA — Health Occupations Students of America
— VICA — Vocational and Industrial Clubs of America
— FHA — Future Homemakers of America
— HERO — Home Economics Related Occupations

Assistance in organizing vocational clubs can be obtained just by asking consultants at the Illinois Office of Education, the Department of Adult, Vocational and Technical Education, to assist with leadership training activities. Additional details on organizing Vocational Youth Clubs are provided in Harris, **Handbook for Cooperative Vocational Education in Illinois.**

Important Contact Persons

From time to time, teacher-coordinators may have problems arise which they are not sure where to go for the answers. Some such situations are given below along with the person to contact:

If You Need:	**You Should Contact:**
— Information about WECEP — Clarification of rules and regulations — Qualifications required for the teacher-coordinator — Eligibility of a student for WECEP — Requirements for size of WECEP classes — Procedures for issuing credits — Questions pertaining to in-school related-class instruction	Program Approval and Evaluation Section Department of Adult, Vocational and Technical Education Illinois Office of Education 100 North First Street Springfield, IL 62777 Phone 217/782-4876
— Work Certificates for WECEP — Questions answered concerning License to Employ Student Learner at Subminimum Wage — Questions about State Child Labor Laws	Illinois Department of Labor Labor Law Enforcement Room 1855 910 S. Michigan Avenue Chicago, IL 60605 Phone 312/793-2804

If you Need:	You Should Contact:
— Interpretation of U.S. Child Labor Law provisions	U.S. Department of Labor Wage and Hour Division 230 S. Dearborn Street Chicago, IL 60604 Phone 312/353-7246
— Questions about Unemployment Compensation	Illinois Department of Labor Bureau of Employment Security, Rules and Regulations 910 S. Michigan Avenue Chicago, IL 60605 Phone 312/793-4239
— Questions about Worker's Compensation	Workmen's Compensation State Industrial Commission 12th Floor 160 North LaSalle Street Chicago, IL 60601 Phone 312/793-3300

Planning the Year-End Activity

Begin at the first of the year to promote the idea for having a significant year-end activity. Students are to be directly involved with all phases of the activity. Carefully organized and planned steps must be developed and checkpoints along the way must be constant evaluation measures.

One such activity might be a banquet. Some of the steps in the organization plan might include these:

1. Decide in the Fall exactly what type of activity will be held.
2. Begin taking slides of students at work, in the related class, at Vocational Clubs, as well as pictures of speakers in class and on field trips. These will become the main feature of the banquet program.
3. Begin money making activities.
4. One month before the event, select location and make arrangements for physical facilities.
5. Prepare menu, decorations, and other details.
6. Organize details of the program and contact those who are to be a part.
7. Have prepared certificates, plaques, or some other form of recognition for employers.
8. Make invitations and send them to:
   - — Employers and/or training supervisors
   - — Parents
   - — Selected school personnel who have been facilitators of WECEP
9. Prepare slide-tape presentation with the students doing the narration and using pictures taken during the year. Be sure that every student and every training station are included in the presentation.
10. Discuss with the class appropriate clothes, practice again introductions, and talk about what is to be expected. Be sure that the year-end activity is well-done, but more important is that it be in a relaxed, friendly atmosphere.
11. Continue to be aware of details which need to be handled.
12. Contact local media and ask for coverage in local paper and on TV.
13. Hold the activity:
   - — Students are to describe their work experiences and make the presentations to the employers.
   - — Include appreciation speeches by teacher-coordinator and school administrators. Include success stories. Have statistics available as to the decrease in: absenteeism, discipline problems, etc.
   - — Show slide-tape presentation.

28

14. Evaluate the activity and make suggestions which should be considered for the following year.

Making Career Decisions

Why is there all the big fuss made about getting young people educated toward the working world, especially fourteen- and fifteen-year-old WECEP students?

The object of a **satisfactory** career choice is for a person to select a job where more than a fifty percent chance of success exists. The **ideal** career choice, then, would be one in which a person would contribute substantially to society and at the same time be closely matched with a job which involves many of his or her interests, aptitudes, and abilities.

Having the skills to make an intelligent career choice is vital for these reasons:

1. An individual's happiness and well-being are dependent, in part, on the choice of a career.
2. National and individual crises may occur if essential jobs lack workers, thus crippling society and government.
3. Personal frustrations and unhappiness are caused by making job choices beyond one's capabilities.
4. Society, as well as the individual, suffer when a job choice is made below one's capabilities.
5. Education, training, time and money requirements must be considered when making a realistic job choice.

A career choice should come about as the result of many years of serious study, exploration, consideration, and counseling. For one to make an intelligent career choice, it is necessary to know something about a large number of careers. WECEP's intention is to make available many opportunities to hear about, or to see, workers in action.

One's interests and abilities are important factors to consider when exploring careers. For every ability, or combination of abilities, a number of careers can be identified. Jobs requiring physical strength are rapidly disappearing. Lately, the labor market has shown a decrease in the number of available unskilled jobs and an increase in jobs requiring mental abilities; thus, a rise in the demand for workers in the skilled, technical, and professional areas exists.

After the consideration of ability and its relationship to career choice, the next most important factor to consider is interest. The individual should explore career areas defined by his or her abilities and then further break these areas down to particular interest areas. Interests and abilities of cooperative education students may be tested in the following ways:

1. Visit places of employment.
2. Talk with people in all fields about their jobs.
3. Read materials about careers.
4. Observe workers in various job settings.
5. Secure part-time or summer jobs.

The common pitfall of typical students, however, is to delay or postpone making career plans until after graduation or until their formal education has been completed. Even after a career choice has been made, one must be prepared to change that decision if the need arises. WECEP and other cooperative education programs are attempting to bridge the gap between the school and the working world. Many new and exciting careers are appearing regularly, and with further study and training provided by such programs, students are more apt to become aware of the jobs which are most suited to their abilities and interests.

CHAPTER II

RULES, REGULATIONS, AND FORMS

If transporting WECEP students is not the most disturbing problem to the new teacher-coordinator, then probably all the various rules, regulations and forms one faces will be. Much time must be spent by the new teacher-coordinator in becoming familiar with Federal and State Labor Laws since some of the usual labor laws that most people know about may not apply to the student under sixteen years of age. This chapter provides various kinds of legal information and required and optional forms around which WECEP's are organized.

Teacher-coordinators must constantly be alert for rules and regulations that are changing. The State Department of Adult, Vocational and Technical Education will inform program leaders from time to time of those changes. It is the task of the teacher-coordinator, then, to make notations in this Guide in order to keep the information up-dated.

Each rule, regulation and form which is included in this chapter is explained in the following charts:

Overview

Part A. State and Federal Rules and Regulations

TITLE OF RULE OR REGULATION	PURPOSE	PAGE
Child Labor Regulations, Orders, and Statements of Interpretation (Part 570)	The U.S. Department of Labor states work rules which specifically apply to WECEP students.	29
Child Labor Law — State of Illinois	The State Law is quoted which allows WECEP students to work during school hours.	33
Six Day Work Week Law	Law quoted which requires any worker to have a 24-hour rest period in each week.	34
Labor Laws as They Pertain to Fourteen- and Fifteen-Year-Olds	Lists specific jobs permitted by federal and state laws and names those jobs which are prohibited by either law.	35
State Program Guidelines for WECEP	Outlines for schools and teachers-coordinators basic state requirements for WECEPs.	39
Social Security Tax Deductions	Reference which states that school districts are not required to deduct Social Security from pay of students working for the school district.	40
Worker's Compensation Interpretation	Statement by Insurance Deputy that minors should be charged the same as other workers on a worker's compensation policy.	41
Interpretation of Unemployment Insurance Act (Section 220 and 221)	Statement of law indicating that students in cooperative education work program are **not** eligible for unemployment benefits.	42
State Board of Education (Special Guidelines)	Describes requirements of cooperative education programs with regard to instruction time, training agreements, length of time of on-the-job, supervision, and certificate requirements of a teacher-coordinator.	43

Part B. Required Forms

TITLE OF FORM	PURPOSE	PAGE
U.S. Office of Education Codes	To be used for identifying the student's job on each Training Memorandum in blank where OE CODE is specified.	47

Part B. Required Forms (Contined)

TITLE OF FORM	PURPOSE	PAGE
Employment Certificate	Work permit when completed and signed allows persons under 16 years of age to be employed.	49
Application for Social Security Number	Before going to work, each student must have applied or possess a Social Security number. This practice form will prepare students for filling out the real form. (Used in Lesson 4)	50
Training Memorandum	Training agreement signed by employer, teacher-coordinator, parent and student which outlines work hours, wages, planned work experiences and suggested related class instruction.	51
W-4 Employee's Withholding Allowance Certificate	Practice form for students to study and fill out before going to work; indicates number of exemptions they wish to claim on income tax. (Used in Lesson 4)	53
1040 A — U.S. Individial Income Tax Return	Practice form for students to study and fill out before submitting tax form to federal government. (Used in Lesson 4)	55
IL 1040 — State Individual Income Tax Return	Practice form for students to study and fill out before submitting tax form to state government. (Used in Lesson 4)	57
Application for License to Employ a Learner at Subminimum Wages (State)	Form to be completed and signed which will allow a student to be hired at a lower rate than is allowed by the state minimum wage laws.	59
Application for Authorization to Employ a Learner at Subminimum Wages (Federal) WH-205	Permission is sought for a student to be hired at a lower rate than is allowed by the Federal minimum wage laws. Authorization to use Pending	61
Application for Handicapped Worker Certificate (State)	Used with handicapped students when applying for permission to hire them at an amount below the minimum wage.	63
Application for Handicapped Worker (Federal) WH-222	Used with handicapped students when applying for permission to hire them at an amount below the Federal minimum wage. Authorization to Use Pending	65
Added Costs to Employer	To be used when school representatives and the employer feel the student worker cannot produce up to the level of a regular employee, but the employer is required to pay the minimum wage.	67

Part C. Optional Forms

TITLE OF FORM	PURPOSE	PAGE
Log of Possible Training Stations	Teacher-coordinators will want one of these pages for each training station contacted whether or not the business agrees to employ a student.	71
Master List of Training Stations	A form to list the training station locations of all WECEP students who are working.	72
Teacher-Coordinator's Monthly Report	A form for teacher-coordinators to use as an accountability measure as well as a diary for later reference.	73
Teacher-Coordinator's Monthly Travel Report	A form for recording number of miles traveled for which reimbursement will be made.	74
Student's Application for WECEP	Students who are interested in being accepted into WECEP are to submit information needed and to state reasons for wanting into WECEP.	75

Part C. Optional Forms (Continued)

TITLE OF FORM	PURPOSE	PAGE
WECEP Student Data Sheet	After students are admitted into the program, an information sheet is completed which includes the student's class schedule and work schedule.	76
Training Station Report	Students are to fill out this form at each pay period to keep record of earnings as well as to state job duties. This becomes a checkpoint for the teacher-coordinator to see that the student is following the training plan.	77
WECEP Student's Budget and Expenditures of Wages	A form for students to keep over an extended period of time to illustrate how money is budgeted and spent.	79
Teacher-Coordinator's Evaluation of WECEP Student	Instrument for teacher-coordinator to use in illustrating attitude changes of a WECEP student.	80
Trainer's Evaluation of WECEP Student	Instrument for supervisor to use in illustrating work habits and attitudes of student at the training station.	81
Employer's Evaluation of WECEP Student	Instrument for employer to use in illustrating work habits and attitudes of student at the training station.	82
Student's Evaluation of WECEP	Instrument for student to use in determining the personal value of the program to him or her.	83
Certificate of Appreciation	Sample of a certificate which is one type of award that can be given at the End-of-the-Year activity to employers and training supervisors.	84
Applications for Employment	Three job application forms which students can use as samples on which to practice. (To be used with Lesson 4)	85
Application for Savings Account	Sample form on which students may practice before going to the bank to fill out an actual application form for a saving account. (To be used with Lesson 4)	91

Part A. STATE AND FEDERAL RULES AND REGULATIONS

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION

Part A. STATE AND FEDERAL RULES AND REGULATIONS

PART 570 — CHILD LABOR REGULATIONS, ORDERS AND STATEMENTS OF INTERPRETATION

(Reprint from Federal Register, Vol. 40, No. 172, September 4, 1975)

Title 29—Labor

CHAPTER V—WAGE AND HOUR DIVISION DEPARTMENT OF LABOR

PART 570—CHILD LABOR REGULATIONS, ORDERS AND STATEMENTS OF INTERPRETATION

Employment of Minors Between 14 and 16 Years of Age in Work Experience and Career Exploration Programs

Pursuant to authority in Section 361 of the Fair Labor Standards Act of 1938 as amended (29 U.S.C. 203) and Reorganization Plan No. 2 of 1946 (3 CFR 1943-48 Comp., p. 1064), § 570.35a of Title 29 of the Code of Federal Regulations is revised as set forth below. This revision continues indefinitely on a permanent basis the Work Experience and Career Exploration Programs which have been conducted on an experimental basis since 1969. This regulation varies some provisions of Child Labor Regulation No. 3, 29 CFR 579.31, *et seq.*, for the employment of minors between 14 and 16 years of age enrolled in and employed pursuant to school-supervised and school-administered work experience and career exploration programs.

A notice of proposal to amend § 570.35a of Title 29 of the Code of Federal Regulations to provide for such programs on a permanent basis was published in the FEDERAL REGISTER (40 FR 24215) on June 5, 1975. A period of 30 days was provided for comment by interested parties to be received on or before July 7, 1975. This period was extended to July 22, 1975 (40 FR 28814). In response to this notice of proposal a total of 504 responses was received. The overwhelming majority—all but 7—were in favor of the proposal. These responses emphasized the beneficial character of the program during its experimental phase. It was pointed out that there was an increase in the desire to learn and an improved educational performance by WECEP participants, which was evidenced by improvement in grade point average, fewer absences from school, and reduced tardiness. It was also indicated that participation in the program resulted in greater self confidence, an increased sense of responsibility, and aided the maturation process. Of those opposed, objections were raised, among other things, to the limitations of the evaluations of the experimental program with respect to the displacement of older workers and the lack of periodic assessment and/or evaluation of students who had been enrolled in the experimental programs to determine subsequent effects of such participation. A question was also raised as to the role within this program of the Office of Education of the U.S. Department of Health, Education, and Welfare. After careful analysis of these comments and in consideration of the findings of the several evaluations made during the course of the experimental program, I find that the regulations should be made permanent.

After further study and consideration it has been determined that employment of participants must not have the effect of displacing a worker employed in the establishment of the employer and a new § 570.35a(e) is included to establish this restriction. The present § 570.35a(e) is renumbered § 570.35a(f).

Further, I find that this program is one that is not detrimental to the health and well-being of 14 and 15 year old WECEP participants and does not interfere with their schooling. To the contrary their education has been enhanced by participation in such programs. However, a continuing study of these programs will be undertaken to determine whether or not employment of participants displaces regular employees of a participating establishment and whether or not participation in the program has a long range effect on educational achievement.

The Secretary of Labor, based on experience in the administration and enforcement of these regulations and/or after consideration of the studies to be made thereunder, on his own initiative may institute proceedings to amend or terminate these regulations. Any person wishing a revision of any of the terms of these regulations may also submit, pursuant to § 570.38 of Title 29 of the Code of Federal Regulations, in writing to the Secretary of Labor a petition setting forth the changes desired and the reasons for proposing them. If, after consideration of such petition, the Secretary of Labor believes that reasonable cause for amendment of the regulation is set forth, the Secretary shall either schedule a hearing with due notice to interested parties, or shall make other provision for affording interested parties an opportunity to be heard.

The Administrator of the Wage and Hour Division will coordinate as appropriate with the Commissioner of Education of the Department of Health, Education and Welfare on effective administration of this program. The Administrator will also take such steps as are necessary to assure that the employment of students in this program is in strict accordance with the terms and conditions set out herein including, as appropriate, the withdrawal of approval pursuant to subsection (f).

Further, I find that the regulations providing for WECEP programs on an experimental basis have been in effect for a number of years, that these regulations were terminated on June 30, 1975, and that for WECEP programs which are planned for the 1975-76 school year some gap in effective date may exist which should be held to a minimum. Therefore, I find that the above circumstances are good cause for not delaying the effective date of these regulations and thus this revision shall be effective on September 4, 1975.

Section 570.35a of Title 29 of the Code of Federal Regulations is revised to read as follows:

§ 570.35a Work experience and career exploration programs.

(a) This section varies some provisions of this subpart for the employment of minors between 14 and 16 years of age who are enrolled in and employed pursuant to a school-supervised and school-administered work-experience and career exploration program which meets the requirements of paragraph (b) of this section, in the occupations permitted under paragraph (c) of this section, and for the periods and under the conditions specified in paragraph (d) of this section. With these safeguards, such employment is found not to interfere with the schooling of the minors or with their health and well-being and therefore is not deemed to be oppressive child labor.

(b)(1) A school-supervised and school- administered work-experience and career exploration program shall meet the educational standards established and approved by the State Educational Agency in the respective State.

(2) The State Educational Agency shall file with the Administrator of the Wage and Hour Division a letter of application for approval of a State program as one not interfering with schooling or with the health and well-being of the minors involved and therefore not constituting oppressive child labor. The application must include information concerning the criteria listed in subparagraph (3) of this paragraph. The Administrator of the Wage and Hour Division shall approve the application, or give prompt notice of any denial and the reasons therefor.

(3) The criteria to be used in consideration of applications are the following:

(i) **Eligibility.** Any student aged 14 or 15 years who authoritative local school personnel identify as being able to benefit from the program shall be eligible to participate.

(ii) **Credits.** Students shall receive school credits for both in-school related instruction and on-the-job experience.

(iii) **Size.** Each program unit shall be a reasonable size. A unit of 12 to 25 students to one teacher-coordinator would be generally considered reasonable. Whether other sizes are reasonable would depend upon the individual facts and circumstances involved.

(iv) **Instructional schedule.** There shall be (a) allotted time for the required classroom instruction in those subjects necessary for graduation under the State's standards and (b) regularly scheduled classroom periods of instruction devoted to job-related and to employability skill instruction.

(v) **Teacher-coordinator.** Each program unit shall be under the supervision of a school official to be designated for the purpose of the program as a teacher-coordinator, who shall generally supervise the program and coordinate the work and education aspects of the program and make regularly scheduled visits to the work stations.

(vi) **Written training agreement.** No student shall participate in the program until there has been made a written training agreement signed by the teacher-coordinator, the employer, and the student. The agreement shall also be signed or otherwise consented to by the student's parent or guardian.

(vii) **Other provisions.** Any other provisions of the program providing safeguards ensuring that the employment permitted under this section will not interfere with the schooling of the minors or with their health and well-being may also be submitted for use in consideration of the application.

(4) Every State Educational Agency having students in a program approved pursuant to the requirements of this section shall comply with the following:

(i) **Permissible occupations.** No student shall be assigned to work in any occupation other than one permitted under paragraph (c) of this section.

(ii) **Records and reports.** The names and addresses of each school enrolling work experience and career exploration program students and the number of enrollees in each unit shall be kept at the State Educational Agency office. A copy of the written training agreement for each student participating in the program shall be kept in the State Educational Agency office or in the local educational office. The records required for this paragraph shall be kept for a period of 3 years from the date of enrollment in the program and shall be made available for inspection or transcription to the representatives of the Administrator of the Wage and Hour Division.

(c) Employment of minors enrolled in a program approved pursuant to the requirements of this section shall be permitted in all occupations except the following:

(1) Manufacturing and mining.

(2) Occupations declared to be hazardous for the employment of minors between 16 and 18 years of age in Subpart E of this part, and occupations in agriculture declared to be hazardous for employment of minors below the age of 16 in Subpart E-1 of this part.

(3) Occupations other than those permitted under §§ 570.33 and 570.34, except upon approval of a variation in individual cases or classes of cases by the Administrator of the Wage and Hour Division after notice to interested persons and opportunity to be heard. And such variation of general application shall be published as an amendment to this subpart. Applications for such approval may be included with the application for approval of the program; or filed specifically under §570.38. Such applications shall be processed under §570.32.

(d) Employment of minors enrolled in a program approved pursuant to the requirements of this section shall be confined to not more than 23 hours in any 1 week when in school is in session and no more than 3 hours in any day when school is in session, any portion of which may be during school hours. Insofar as these provisions are inconsistent with the provisions of § 570.35, this section shall be controlling.

(e) The employment of a minor enrolled in a program pursuant to the requirements of this section must not have the effect of displacing a worker employed in the establishment of the employer.

(f) Programs shall be in force and effect for a period of (2) school years from the date of their approval by the Administrator of the Wage and Hour Division. A new application for approval must be filed at the end of that period. Failure to meet the requirements of this section may result in withdrawal of approval.

Signed at Washington, D.C.

BERNARD E. DELURY,
Assistant Secretary for
Employment Standards

[FR Doc. 75-23431 Filed 9-3-75; 8:45 am]

37

CHILD LABOR LAW
State of Illinois

AN ACT to amend Section 1 of "An Act to regulate the employment of children and to repeal an Act herein named," approved June 30, 1945, as amended.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 1 of "An Act to regulate the employment of children and to repeal an Act herein named," approved June 30, 1945, as amended, is amended to read as follows:

(Ch. 48, par. 31.1)

Sec. 1. No minor under 16 years of age **except minors 14 or 15 years of age who are participating in federally funded work experience career education programs under the direction of the State Board of Education,** at any time shall be employed, permitted or suffered to work in any gainful occupation in connection with any theatre, concert hall or place of amusement, or any mercantile institution, store, office, hotel, laundry, manufacturing establishment, mill, cannery, factory or workshop, restaurant, lunch rooms, beauty parlors, barber shop, bakeries, coal, brick or lumber yard, or in any type of construction work within this state; However minors between 14 and 16 years of age may be employed, permitted, or suffered to work outside school hours and during school vacations but not in dangerous or hazardous factory work or in any occupation otherwise prohibited by law or by order or regulation made in pursuance of law. No minor under 10 years of age except members of the farmer's own family at any time shall be employed, permitted or suffered to work in any gainful occupation in connection with agriculture.

Certified this 11th day of December, 1975.

SIX DAY WORK WEEK LAW
(Ill. Rev. Stat. Ch. 48, Sect. 8a-8h)

AN ACT to promote the public health and comfort of persons employed by providing for one day of rest in seven.

(Approved July 8, 1935).

Be it enacted by the people of the State of Illinois, represented in the General Assembly:

(Terms defined.) SECTION 1. The words and phrases mentioned in this section, as used in this Act, and in proceedings pursuant hereto shall, unless the same be inconsistent with the context, be construed as follows:

"Employer" shall mean a person, partnership, joint stock company or corporation, which employs any person to work, labor or exercise skill in connection therewith, where one or more persons are employed at manufacturing, including making, altering, repairing, finishing, refining, bottling, canning, cleaning, laundering any article or thing.

"Merchantile establishment" means a place where one or more persons are employed in which goods, wares or merchandise are offered for sale, and includes a building, shed, structure, or any part thereof, occupied in connection with such establishment.

(Twenty-four consecutive hours of rest in every week.) Section 2. Every employer operating any factory, mercantile establishment, transportation or public service company, hotel, or apartment hotel, restaurant, hospital, laundry, telegraph or telephone establishment, banking institution, brokerage business, theatre or freight or passenger elevator in this state, or any employer engaged as a contractor to furnish or supply labor upon a contract to any person, municipality or county institution of this State, or any office thereof, shall allow every person except those specified in Section 3 of this Act, employed in, about or in connection with, such business or service, at least twenty-four consecutive hours of rest in every calendar week in addition to the regular period of rest allowed at the close of each working day.

(As amended by Act approved July 19, 1937).

(Occupations excepted from act). Section 3. This Act shall not apply to:

1. Janitors;
2. Watchmen;
3. Superintendents or foremen in charge of groups of employees;
4. Employees whose duties on Sunday shall not consume more than three hours, such as employees engaged in:
    a. Setting sponges in bakeries;
    b. Caring for live animals;
    c. Maintaining fires or electrical current;
    d. Necessary repairs to boilers, machinery, equipment or power.
    (As amended by Act approved July 19, 1937.)

LABOR LAWS AS THEY PERTAIN TO 14- AND 15-YEAR OLDS

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
MANUFACTURING:	Clerical or office.	Clerical or office.	All manufacturing activities. Canning operations. Bottling operations.
MINING:	Clerical or office.	Clerical or office.	All mineral extractions . Quarrying. Open pit mining. Drilling for water.
WORKROOMS AND WORKPLACES:		Occupations prohibited involving: All work performed in workrooms or workplaces where goods are manufactured, mined, or otherwise processed **(except as permitted in retail food service).***	All work performed in workrooms or workplaces where goods are manufactured, mined or otherwise processed (except as permitted in retail, food service and gasoline service establishments.)
LAUNDRIES:	Clerical or office. Store clerks. Counter workers. Clean-up work in office or store areas.	Clerical or office. Store clerks. Counter workers. Clean-up work in office or store areas.	All processing activities. List, sort, mark incoming laundry. Sort, fold clean articles. Package and wrap bundles. Assembling laundry. Loading, unloading trucks. Clean-up work around machinery. Rug cleaning operations
HAZARDOUS OCCUPATIONS:	None.	Clerical or office.*	Occupations declared hazardous: 1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
			2. Occupations of motor-vehicle driver and outside helper.
		Clerical or office.*	3. Coal-mine occupations.
		Clerical or office.*	4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
			5. Occupations involved in the operation of power-driven woodworking machines.
			6. Occupations involving exposure to radio-active substances and to ionizing radiations.

LABOR LAWS AS THEY PERTAIN TO 14- AND 15-YEAR OLDS
(Continued)

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
HAZARDOUS OCCUPATIONS:		Clerical or office.*	7. Occupations involved in the operations of elevators and other power-driven hoisting apparatus. 8. Occupations involved in the operations of power-driven metal forming, punching and shearing machines. 9. Occupations in connection with mining, other than coal. 10. Occupations involving slaughtering , meat-packing, or processing, or rendering. 11. Occupations involved in operations of certain power-driven bakery machines. 12. Occupations involved in the operation of certain power-driven paper products machines. 13. Occupations involved in the manufacturing of brick, tile, and kindred products. 14. Occupations involved in the operation of circular saws, band saws, and guillotine shears. 15. Occupations involved in wrecking, demolition and ship-breaking operations. 16. Occupations involved in roofing operations. 17. Occupations in excavation operations.
TRANSPORTATION:	Clerical or office sales. Selling tickets at terminal. In retail food service.* Gasoline service establishments.* Dispense gasoline and oil.* Wash and polish cars.* Courtesy services (cleaning wind-shields)*	Clerical or office sales. Selling tickets at terminal. In retail food service where alcoholic liquors are not served or sold for consumption on the premises.	All occupations performed on trains, aircraft, vessels, motor vehicles, or other media. Loading and unloading goods from truck. Driving cars, trucks, etc. Driver's helper. Catching seafood on boat. Selling sandwiches on train.

41

LABOR LAWS AS THEY PERTAIN TO 14- AND 15-YEAR OLDS (Continued)

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
TRANSPORTATION: (Continued)	Check oil.* Errand and delivery work on foot.* Bicycle or public transportation.*	Ice cream vending—bicycle. Errand work—to bank with deposits or postoffice for stamps.	Work involving use of pits, racks, lifting aparatus at gas station. Changing truck tires.
WAREHOUSING AND STORAGE:	Clerical or office. Sales. Ticket or tag. Operations at tobacco auction.	Clerical or office. Sales. Order filling in warehouse—ticket or tag. Packaging. Shelving. Stock-clerk (except around machinery) (except loading, unloading trucks).	All duties performed in warehouses. Order filling in warehouse. Packaging, Shelving. Stock-clerk operations. Clean-up work.
COMMUNICATIONS AND PUBLIC UTILITIES:	Clerical or office. Sales.	Clerical or office. Sales. Switchboard operator. Radio announcer, Office clean-up work.	Switchboard operator. Clean-up work. Record turntable operator. Lineman for telephone company.
CONSTRUCTION:	Clerical or office. Sales (not performed at construction site.)	Clerical or office.	All construction of buildings, bridges, viaducts, piers, highways, streets, airfields, pipelines, railroads, sewers, tunnels, waterworks, river and harbor projects, dams. Surveying crew work. Demolition work. Plumbing. Carpentry. Electrical work. Engineering. Boiler room work. All repair and maintenance work. Painting.
OPERATING OR TENDING HOISTING APPARATUS OR POWER-DRIVEN MACHINERY:	Operating office machines. In retail, food service or gasoline service establishments.* Operating tagging machines, ticketing machines. Dumb waiters.* Vacuum cleaners. Floor waxers. Dishwashers.* Toasters. Popcorn poppers. Milk shake blenders: Coffee grinders. Kitchen appliances.	Operating office machines. In retail, food service, (except in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises). Vacuum cleaners. Floor waxers. Toasters, popcorn poppers, milk shake blenders, coffee grinders, kitchen appliances, (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station.)	Operating elevator. Operating power-driven machines. Operating power-driven lawn mowers and cutters. Operating, setting up, adjusting, cleaning, oiling, or repairing food slicers and grinders, food choppers and cutters and bakery-type mixers.

LABOR LAWS AS THEY PERTAIN TO 14- AND 15-YEAR OLDS
(Continued)

OCCUPATIONAL AREA	JOBS PERMITTED (According to Federal Labor Laws)	JOBS PERMITTED (According to State Labor Laws)	JOBS PROHIBITED (By either Federal or State Labor Laws)
FOOD PROCESSING:	In retail, food service establishments: Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters. Cleaning vegetables* and fruits, wrapping, sealing, labeling, weighing, pricing stocking goods. Host/Hostess.* Waiter/Waitress.* Bus boy or girl.* Counterperson.* Pot washer.* Silverperson.* Glass washer.* Dishwasher,* Pantryperson.* Salad maker,* Food checker.* Clean-up work.*	In retail, food service establishments (except in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises). Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters, (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station).	Preparation of fish by washing, scaling, skinning, filleting, or brining. Shrimp heading or peeling. Crab processing—cooking, steaming. Grading, packing, and picking. Oyster shucking, grading, draining, cleaning, packing, icing. Poultry and game killing, plucking, singeing, and drawing. Freezing, brining, and smoking. Fruits, vegetables, meat or seafood. Cooking and baking in restaurant, kitchens and bakeries. Butchering and meat preparation. Work in freezers or meat coolers.
PUBLIC MESSENGER WORK:		None.	Public messenger service.
WINDOW WASHING:		In retail, food service—ground floor window washing (except in bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement, garage, filling station or service station).	In retail, food service and gasoline service establishments; Outside window washing from sills. All work requiring use of ladders, scaffolds or other substitutes.

*—Illinois Child Labor Law: Hazardous Occupations—Section 7, paragraphs 1 through 16.

STATE PROGRAM GUIDELINES FOR WECEP

Background

Since 1969, the Department of Adult, Vocational and Technical Education of the Illinois Office of Education has supported special programs to serve persons who ordinarily do not receive cooperative vocational education experiences. A Work Experience and Career Exploration Program (WECEP) for fourteen- and fifteen-year-old students started as a pilot program through the cooperative efforts of DAVTE and the U.S. Department of Labor which waived the age restruction for employed youth. DAVTE has continued the program under an agreement with that agency and in compliance with regulations mandated by the Federal and State Departments of Labor. The intent of the program is to help academically disadvantaged students increase self-esteem, explore career options, develop a positive attitude toward work, gain entry level skills, and continue in school after the age of sixteen.

	PROGRAM GUIDELINE
STUDENTS	Restricted to 14- and 15-year old, full-time students who are academically disadvantaged, need motivation to stay in school and have potential for being placed in a training station.
NUMBER OF STUDENTS SUPERVISED BY FULL-TIME TEACHER-COORDINATOR	Limited to minimum of 12 and maximum of 25 students. Based on: (1) needs of students, and (2) number and proximity of training stations.
RELATED INSTRUCTION	Minimum of one class per day.
HOURS SPENT IN SCHOOL AND ON-THE-JOB	On-the job: (1) up to 23 hours per week in any week when school is in session, (2) up to three hours on a school day, any portion of which may be during school time. (Combined school-work day may not exceed eight hours.)
ON-THE-JOB TRAINING	Limited to occupations permitted under Federal Regulation 3 of the Fair Labor Standards Act and the Child Labor Laws of Illinois.
REQUIRED TRAINING MEMORANDUM	Training Memorandum for each student signed by teacher-coordinator, employer, student and student's parent or guardian.
EMPLOYER'S RECORDS REQUIRED	Training Memorandum and State Labor Department work permit for each student.
CREDITS	Credit(s) toward graduation for both work experience and related class instruction according to LEA's policy for granting credits for other courses.

ILLINOIS MUNICIPAL RETIREMENT FUND

100 SOUTH WACKER DRIVE • CHICAGO, ILLINOIS 60606 • Telephone (312) 346-6722

SPECIAL MEMORANDUM

Number: 75
Date: June 12, 1973

TO: School Districts

SUBJECT: Wages Paid to Students—Social Security Tax Deductions

Effective with services rendered on and after July 1, 1973, Social Security taxes should not be deducted from wages earned by students working for the school districts operating the school in which they are *enrolled at the time of services are rendered. The 1972 amendments to the Federal Social Security Act permit this exclusion, which applies to wages paid*

(1) by a school district

(2) to a student, enrolled in a school operated by the school district employing the student,

(3) for services rendered during the time the student is enrolled in school.

The exclusion applies to payment for services rendered after June 30, 1973. Social Security taxes should be deducted from wages for services rendered before July 1, 1973, even though paid in July.

The following examples indicate how the new exclusion should be applied:

EXAMPLE 1: A high school student enrolled in a high school operated by a community unit (K-12) district works during the school year in a library in a grade school after school. The exclusion applies and Social Security taxes should not be deducted because the grade school is operated by the same school district as the high school in which the student is enrolled.

EXAMPLE 2: A high school student enrolled in a high school operated by a high school (9-12) district works in a grade school library for a grade school (K-8) district in the same community. The exclusion does not apply because the student is not working for the school district which operates the school in which the student is enrolled. The grade school district must deduct Social Security taxes from the student's wages. If the student worked during the school year for a library in the high school, the exclusion would apply and no Social Security taxes would be deducted.

EXAMPLE 3: A high school student is enrolled in school A and works after school in school B, operated by the same school district. The exclusion applies because the school district is the employer and it operates the schools in which the student is enrolled and employed. No Social Security taxes should be deducted from the student's wages.

EXAMPLE 4: A high school student works as a part-time janitor both during the school year, when he is enrolled in school, and during the summer vacation, when he is not in school. The exclusion applies only during the period when he is enrolled in school. Therefore, Social Security taxes should not be deducted for work during the school year (even though during holidays, Christmas vacation etc.,) but social Security taxes should be deducted for the summer vacation work.

EXAMPLE 5: A high school student enrolled in summer school works for the school district operating the high school during the summer school term. The exclusion applies since the student is enrolled in school at the time the services are rendered. No Social Security taxes should be deducted from the student's wages.

EXAMPLE 6: A student works for a park district recreation program which uses facilities of the school in which the student is enrolled. The exclusion does not apply because the student is working for the park district rather than the school district. Social Security taxes should be deducted from the student's wages.

If work-study students in your school have been working for your school district and you have enrolled them under IMRF because their jobs require performance of duty for 600 hours or more per year, you should terminate their IMRF participation as well as their Social Security tax deductions of July 1, 1973.

Your withholding obligations under the Internal Revenue Code and the Illinois Income Tax Act are not affected by this change.

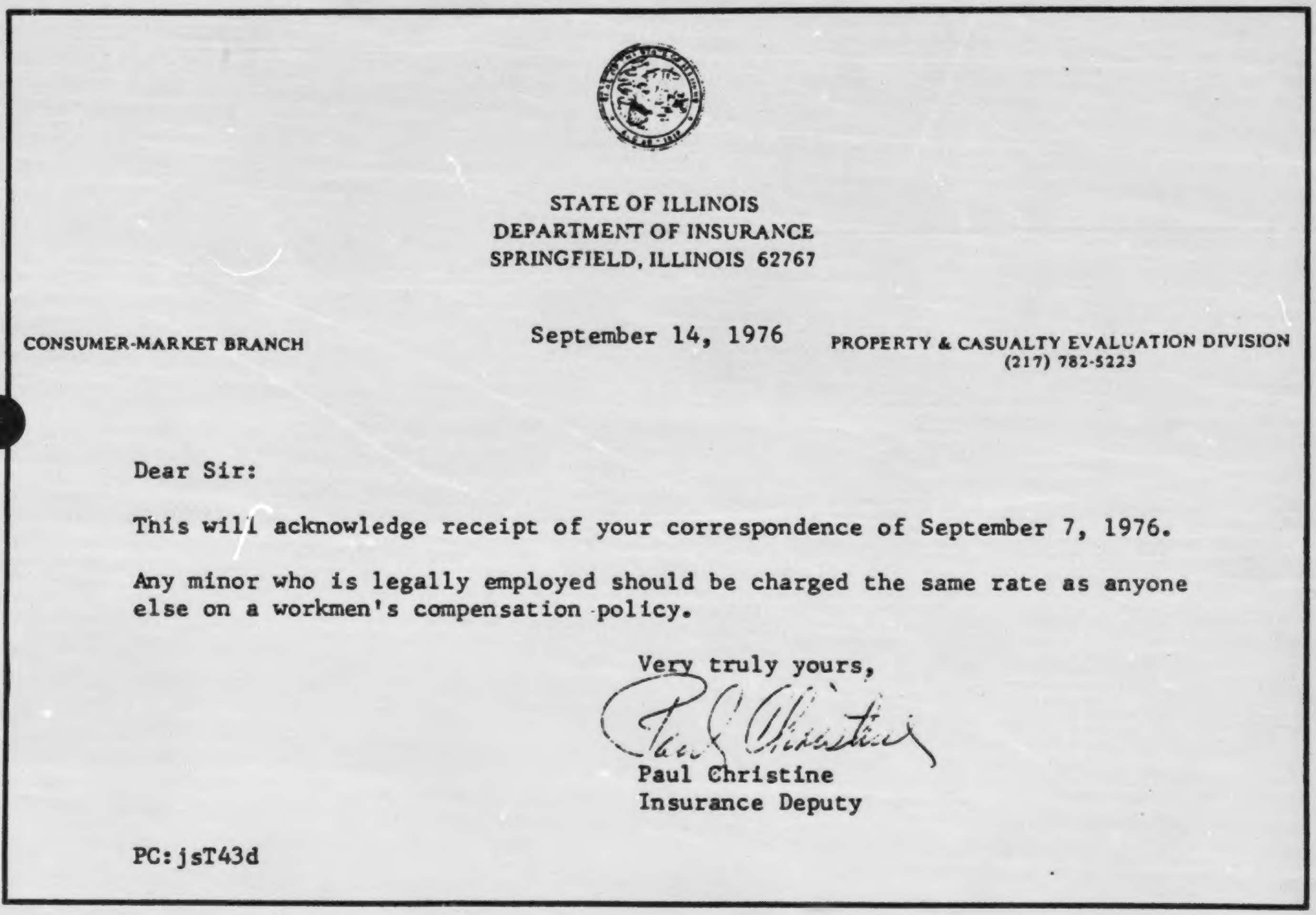
Ralph W. Kausch
Executive Director

WORKER'S COMPENSATION INTERPRETATION

A local teacher-coordinator posed the following question:

> "Can an insurance company vary the rates it charges an employer for workmen's compensation insurance on the basis of age of the employees?"

The letter in response was this:



STATE OF ILLINOIS
DEPARTMENT OF INSURANCE
SPRINGFIELD, ILLINOIS 62767

CONSUMER-MARKET BRANCH

PROPERTY & CASUALTY EVALUATION DIVISION
(217) 782-5223

September 14, 1976

Dear Sir:

This will acknowledge receipt of your correspondence of September 7, 1976.

Any minor who is legally employed should be charged the same rate as anyone else on a workmen's compensation policy.

Very truly yours,

Paul Christine
Insurance Deputy

PC:jsT43d

INTERPRETATION OF THE UNEMPLOYMENT INSURANCE ACT AS IT PERTAINS TO VOCATIONAL COOPERATIVE STUDENTS AND VOCATIONAL WORK STUDENTS

The Unemployment Insurance Act of the State of Illinois has been amended to read that the term "employment" shall include the services performed after December 31, 1977 by an individual in the employ of this State or any of its instrumentalities, or any political subdivision or municipal corporation thereof. This amendment, therefore, brings the employees of public schools under the Act. Sec. 211.1 (B)

Several local school administrators have made inquiry as to what ramifications this new coverage would have on their schools employing either cooperative vocational students or vocational work study students.

In collaboration with the Illinois Department of Labor's legal section it was determined that students in either program would not be classified as employees under the following two sections:

Section 220

D. The term "employment" shall not include service performed after December 31, 1977:

2. As part of an unemployment work-relief or work-training program assisted or financed in whole or in part by any Federal agency or an agency of this State, or a political subdivision or municipal corporation, by an individual receiving such work-relief or work-training.

Section 227

The term "employment" shall not include service performed after 1971 by an individual under the age of 22 who is enrolled at a nonprofit or public educational institution, which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employer, except that this Section shall not apply to service performed in a program established for or on behalf of an employer or group of employers.

STATE BOARD OF EDUCATION

Special Cooperative Coordinator's Educator's Guidelines

Instruction

Cooperative occupational education related instruction taught by the teacher-coordinator shall include a minimum of 200 minutes per week per Carnegie Unit of Credit of in-school instruction including such areas as employer/employee relations, job interviewing, taxing of wages, development of desirable employment habits and attitudes, making rational economic decisions about spending and saving, job safety and day to day work related problems..

The cooperative occupational education program also includes on-the-job training which employs and compensates student-learners in conformity with Federal, State and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain. A minimum of 250 minutes per week on-the-job training must be provided per Carnegie Unit of Credit.

Training Agreements

On-the-job training shall be conducted in accordance with written training agreements including a training plan which has been developed for each student and signed by the appropriate local education agency representive, the student, the parent, and the employer and kept on file in the agency. One copy should be kept on file by the school and the employer and one copy sent to IOE-DAVTE.

On-The-Job Supervision

A minimum of 1/2 hour per week per student enrolled in the cooperative occupational educational program shall be provided for adequate on-the-job supervision by a teacher-coordinator.

Teacher/Coordinator

Cooperative Occupational Education Coordinators shall possess the certification requirements as specified in State Board of Education Document Number 1.

Part B. REQUIRED FORMS

U.S. OFFICE OF EDUCATION INSTRUCTIONAL CODES AND TITLES CLASSIFIED BY THE FIVE STATE OF ILLINOIS OCCUPATIONAL CLUSTERS

Office of Education Code Number	Occupational Program Titles
AGRICULTURAL OCCUPATIONS	
01.0100	Agricultural Production
01.0101	Animal Science
01.0102	Plant Science
01.0200	Agricultural Supply and Service
01.0201	Agricultural Chemicals
01.0300	Agriculture Mechanics
01.0400	Agricultural Products
01.0500	Ornamental Horticulture
01.0501	Arboriculture
01.0502	Floriculture
01.0503	Greenhouse Operations and Management
01.0504	Landscaping
01.0505	Nursery Operation and Management
01.0506	Turf Management
01.0600	Agricultural Resources
01.0603	Soil Conservationist
01.0605	Water Conservationist
01.0700	Forestry
01.0703	Logging
01.9902	Agricultural Cooperative Education
BUSINESS MARKETING AND MANAGEMENT OCCUPATIONS A. MARKETING AND DISTRIBUTION	
04.0100	Advertising Services
04.0200	Apparel and Accessories (Sales)
04.0300	Automotive Sales
04.0400	Finance and Credit (Banking)
04.0500	Floristry (Sales)
04.0600	Food Distribution (Sales)
04.0700	Food Services (Sales)
04.0800	General Merchandise (Sales)
04.0900	Hardware, Building Materials (Sales)
04.1000	Home Furnishings (Sales)
04.1100	Hotel and Lodging Services
04.1200	Industrial Marketing (Sales)
04.1300	Insurance (Sales)
04.1400	International Trades (Sales)
04.1500	Personal Services (Sales)
04.1600	Petroleum (Sales)
04.1700	Real Estate (Sales)
04.1800	Recreation and Tourism Services
04.1900	Transportation (Sales)
04.2000	Retail Trade
04.3100	Wholesale Trade
04.9901	Small Business Management
04.9902	Marketing Cooperative (D.E.)
B. OFFICE OCCUPATIONS	
14.0102	Bookkeeping and Accounting Aide
14.0103	Cashiers
14.0104	Machine Operation
14.0105	Bank Tellers
14.0200	Business Data Processing Systems
14.0201	Computer and Console Operations
14.0202	Keypunch, Coding and Peripheral Equipment Operations
14.0203	Computer Programming
B. OFFICE OCCUPATIONS (continued)	
14.0204	Systems Analysis
14.0301	Duplicating Machine Operations
14.0302	File Clerking
14.0303	General Office Clerking
14.0401	Communication Systems Clerking
14.0402	Correspondence Clerking
14.0403	Mail and Postal Clerking
14.0404	Mail-Preparing and Mail-Handling Operations
14.0405	Messengers and Office Services
14.0406	Receptionist and Information Clerking
14.0501	Planning and Production Clerking
14.0502	Quality Control Clerking
14.0503	Shipping and Receiving Clerk
14.0504	Stock and Inventory Clerking
14.0505	Traffic, Rate and Transportation Clerking
14.0601	Educational and Training Assisting
14.0602	Interviewers and Test Technology
14.0603	Personnel Assisting
14.0701	Executive Secretary Science
14.0702	Secretarial
14.0703	Stenography
14.0801	Administrative Assisting
14.0802	Budget Management Analysis
14.0803	Clerical Office Supervision
14.0804	Data-Method and System-Procedure Analysis
14.0805	Office Managers and Chief Clerking
14.0901	Clerk-Typist
14.0902	Typists
14.9902	Office Occupations Coop (O.O.)
HEALTH OCCUPATIONS	
07.0101	Dental Assisting
07.0102	Dental Hygiene
07.0103	Dental Laboratory Technology
07.0201	Cytology
07.0202	Histology
07.0203	Medical Laboratory Assisting
07.0204	Hematology
07.0301	Nursing (Associate Degree)
07.0302	Practical Nursing
07.0303	Nurse Aide
07.0304	Psychiatric Aide
07.0305	Surgical Technician (Operation Room Technology)
07.0306	Obstetrical Technician
07.0307	Home Health Aide
07.0308	School Health Aide
07.0400	Rehabilitation Aide
07.0401	Occupational Therapy Aide
07.0402	Physical Therapy Aide
07.0403	Prosthetics
07.0404	Orthotics
07.0500	Radiologic Aide
07.0501	Radiologic Technology (X-Ray)
07.0502	Radiation Therapy Assisting
07.0503	Nuclear Medical Technology
07.0601	Ophthalmic Dispensing
07.0602	Orthoptics
07.0603	Optometrist Assisting

HEALTH OCCUPATIONS (continued)

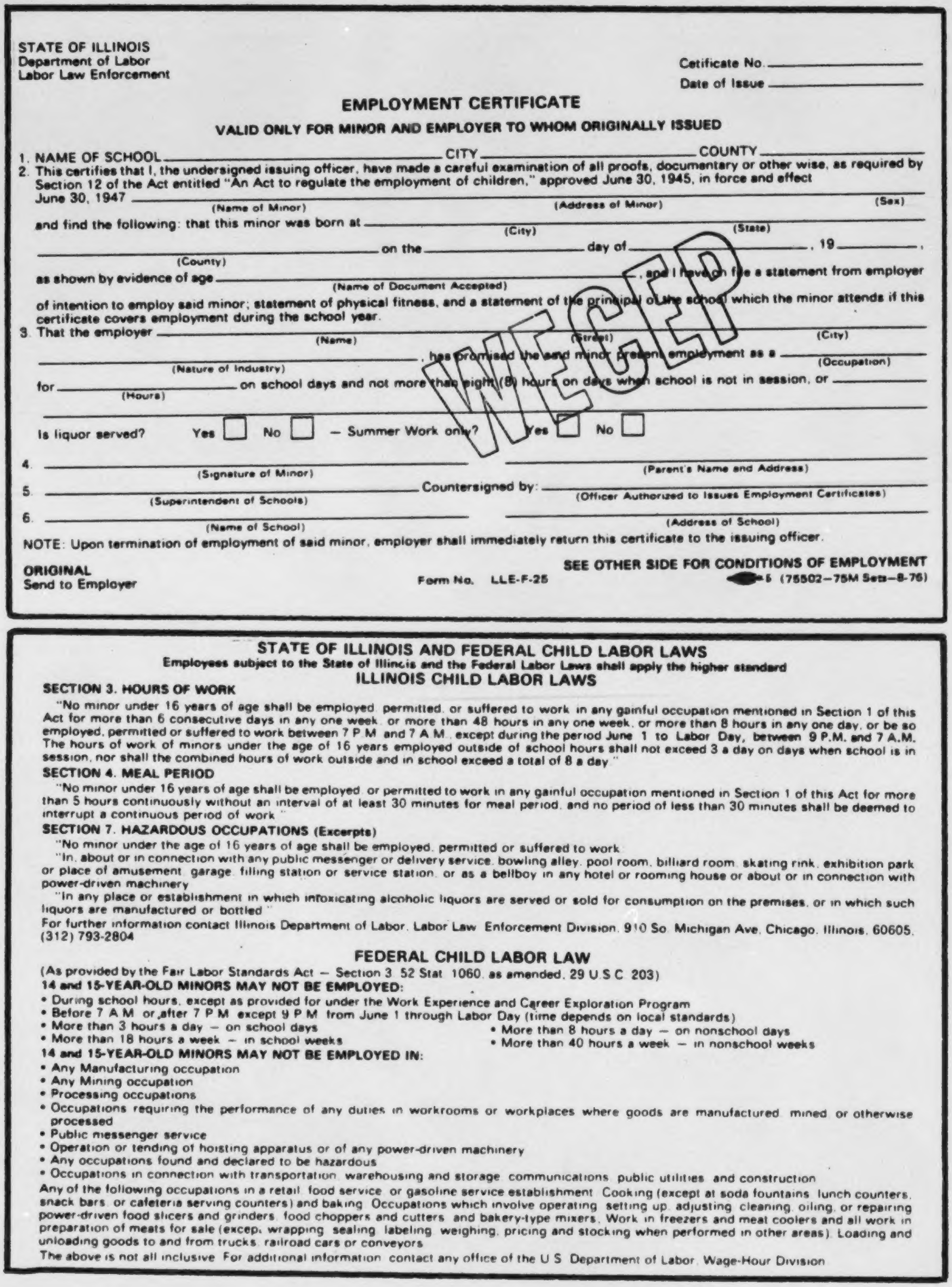
Office of Education Code Number	Occupational Program Titles
07.0701	Environmental Health Assisting
07.0702	Radiological Health Technology
07.0703	Sanitarian Assisting
07.0800	Mental Health Technology
07.0801	Mental Health Assisting
07.0802	Mental Retardation Aide
07.0900	Health Care Aide
07.0901	Electroencephalograph Technology
07.0902	Electrocardiograph Technology
07.0903	Inhalation Therapy
07.0904	Medical Assisting
07.0905	Central Supply Technology
07.0906	Health Aide
07.0907	Medical Emergency Technology
07.0908	Food Service Health Supervision
07.0909	Mortuary Science
07.0910	Pharmacy Aide
07.0911	Recreational Therapy Aide
07.0912	Geriatric Aide
07.0913	Medical Records
07.0914	Hospital Ward Clerk
07.0915	Pediatric Aide
07.0916	Dietary Aide
07.0917	Paramedic
07.9902	Health Occupations Coop

HOME ECONOMICS OCCUPATIONS

Office of Education Code Number	Occupational Program Titles
09.0100	Occupational Homemaking
09.0200	Home Economist Assisting
09.0201	Child Care
09.0202	Clothing Management, Production and Services
09.0203	Food Management, Production and Services
09.0204	Home Furnishing, Equipment and Services
09.0205	Institution and Home Management Services
09.9902	Home Economics Cooperative (H.E.R.O.)

INDUSTRIAL ORIENTED OCCUPATIONS

Office of Education Code Number	Occupational Program Titles
16.0101	Aeronautical Technology
16.0103	Architectural Technology
16.0104	Automotive Technology
16.0105	Chemical Technology
16.0106	Civil Technology
16.0107	Electrical Technology
16.0108	Electronic Technology
16.0109	Electromechanical Technology
16.0110	Environmental Control Technology
16.0111	Industrial Technology
16.0112	Instrumental Technology
16.0113	Mechanical Technology
16.0114	Metallurgical Technology
16.0115	Nuclear Technology
16.0116	Petroleum Technology
16.0117	Scientific Data Processing
16.0400	Office Related Technology
16.0600	Coal Mining Technology
16.0601	Commercial Pilot Training
16.0602	Fire and Fire Safety Technology
16.0603	Forestry Technology
16.0604	Oceanographic Technology
16.0605	Police Science Technology
16.0699	Fluid Power Technician
16.9900	Occupational Health and Safety Technician
16.9901	Air Pollution Technology
16.9902	Water and Waste Water Technology
16.9903	Quality Control Technology
16.9904	Numerical Control Technology
16.9905	Optics Technology
16.9906	Plastics Technology
16.9907	Radio and Television Engineering Assisting
17.0100	Air Conditioning
17.0102	Heating
17.0103	Ventilating (Filtering and Humidifying)
17.0200	Appliance Repair
17.0201	Electrical Appliances Repair
17.0202	Gas Appliances Repair
17.0300	Automotive Services
17.0301	Body and Fender Repair
17.0302	Auto Mechanics
17.0401	Aircraft Maintenance
17.0402	Aircraft Operations
17.0403	Ground Operations
17.0600	Business Machine Maintenance
17.0700	Commercial Art
17.0701	Interior Decorating
17.0702	Window Display
17.0703	Product Designer
17.0801	Seamanship
17.0802	Ship and Boat Operation and Maintenance
17.0900	Commercial Photography
17.1000	Construction and Building Trades
17.1001	Carpentry
17.1002	Construction Electricity
17.1003	Heavy Equipment Operation and Maintenance
17.1004	Masonry
17.1005	Painting and Decorating
17.1007	Plumbing and Pipefitting
17.1008	Dry Wall Installation
17.1099	Industrial Maintenance
17.1100	Custodial Services
17.1200	Diesel Mechanic
17.1300	Drafting
17.1401	Industrial Electrician
17.1402	Lineman
17.1403	Motor Repairman
17.1500	Electronic Occupations
17.1501	Communications Electronics
17.1502	Industrial Electronics
17.1503	Radio/Television Repair
17.1601	Dry Cleaning
17.1602	Laundering
17.1700	Foremanship, Supervision and Management
17.1900	Graphic Arts
17.1901	Composition, Make-up and Typesetting
17.1902	Printing Press Operation
17.1903	Lithography, Photography and Platemaking
17.1904	Photoengraving
17.1905	Silk Screen Making and Printing
17.1906	Bookbinding
17.2000	Industrial Atomic Energy
17.2001	Installation, Operation and Maintenance Reactors
17.2002	Radiography
17.2003	Industrial Use of Radioisotopes
17.2101	Instruments Repair (other than Watch)
17.2102	Watchmaking and Repair
17.2200	Maritime Maintenance and Services
17.2301	Foundry
17.2302	Machine Shop
17.2303	Machine Tool Operations (semi-skill)
17.2304	Combined Metal Trades
17.2305	Sheet Metal
17.2306	Welding
17.2307	Tool and Die Making
17.2308	Die Sinking
17.2309	Metal Patternmaking
17.2400	Metallurgy
17.2601	Barbering
17.2602	Cosmetology
17.2700	Plastics Manufacturing



STATE OF ILLINOIS
Department of Labor
Labor Law Enforcement

Cetificate No. ______
Date of Issue ______

EMPLOYMENT CERTIFICATE

VALID ONLY FOR MINOR AND EMPLOYER TO WHOM ORIGINALLY ISSUED

WECEP

1. NAME OF SCHOOL ______ CITY ______ COUNTY ______
2. This certifies that I, the undersigned issuing officer, have made a careful examination of all proofs, documentary or other wise, as required by Section 12 of the Act entitled "An Act to regulate the employment of children," approved June 30, 1945, in force and effect June 30, 1947 ______ (Name of Minor) ______ (Address of Minor) ______ (Sex)
and find the following: that this minor was born at ______ (City) ______ (State)
______ (County) on the ______ day of ______, 19 ______,
as shown by evidence of age ______ (Name of Document Accepted), and I have on file a statement from employer of intention to employ said minor; statement of physical fitness, and a statement of the principal of the school which the minor attends if this certificate covers employment during the school year.
3. That the employer ______ (Name) ______ (Street) ______ (City)
______ (Nature of Industry), has promised the said minor present employment as a ______ (Occupation)
for ______ (Hours) on school days and not more than eight (8) hours on days when school is not in session, or ______
______

Is liquor served? Yes ☐ No ☐ — Summer Work only? Yes ☐ No ☐

4. ______ (Signature of Minor) ______ (Parent's Name and Address)
5. ______ (Superintendent of Schools) Countersigned by: ______ (Officer Authorized to Issues Employment Certificates)
6. ______ (Name of School) ______ (Address of School)

NOTE: Upon termination of employment of said minor, employer shall immediately return this certificate to the issuing officer.

ORIGINAL
Send to Employer

Form No. LLE-F-25

SEE OTHER SIDE FOR CONDITIONS OF EMPLOYMENT
[illegible]5 (75502—75M Sets—8-76)

STATE OF ILLINOIS AND FEDERAL CHILD LABOR LAWS

Employees subject to the State of Illincis and the Federal Labor Laws shall apply the higher standard

ILLINOIS CHILD LABOR LAWS

SECTION 3. HOURS OF WORK

"No minor under 16 years of age shall be employed permitted, or suffered to work in any gainful occupation mentioned in Section 1 of this Act for more than 6 consecutive days in any one week or more than 48 hours in any one week, or more than 8 hours in any one day, or be so employed, permitted or suffered to work between 7 P M and 7 A M., except during the period June 1 to Labor Day, between 9 P.M. and 7 A.M. The hours of work of minors under the age of 16 years employed outside of school hours shall not exceed 3 a day on days when school is in session, nor shall the combined hours of work outside and in school exceed a total of 8 a day."

SECTION 4. MEAL PERIOD

"No minor under 16 years of age shall be employed or permitted to work in any gainful occupation mentioned in Section 1 of this Act for more than 5 hours continuously without an interval of at least 30 minutes for meal period, and no period of less than 30 minutes shall be deemed to interrupt a continuous period of work."

SECTION 7. HAZARDOUS OCCUPATIONS (Excerpts)

"No minor under the age of 16 years of age shall be employed, permitted or suffered to work

"In, about or in connection with any public messenger or delivery service, bowling alley, pool room, billiard room, skating rink, exhibition park or place of amusement garage, filling station or service station, or as a bellboy in any hotel or rooming house or about or in connection with power-driven machinery

"In any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises, or in which such liquors are manufactured or bottled"

For further information contact Illinois Department of Labor, Labor Law Enforcement Division, 910 So. Michigan Ave, Chicago, Illinois, 60605. (312) 793-2804

FEDERAL CHILD LABOR LAW

(As provided by the Fair Labor Standards Act — Section 3, 52 Stat 1060, as amended, 29 U.S.C 203)

14 and 15-YEAR-OLD MINORS MAY NOT BE EMPLOYED:

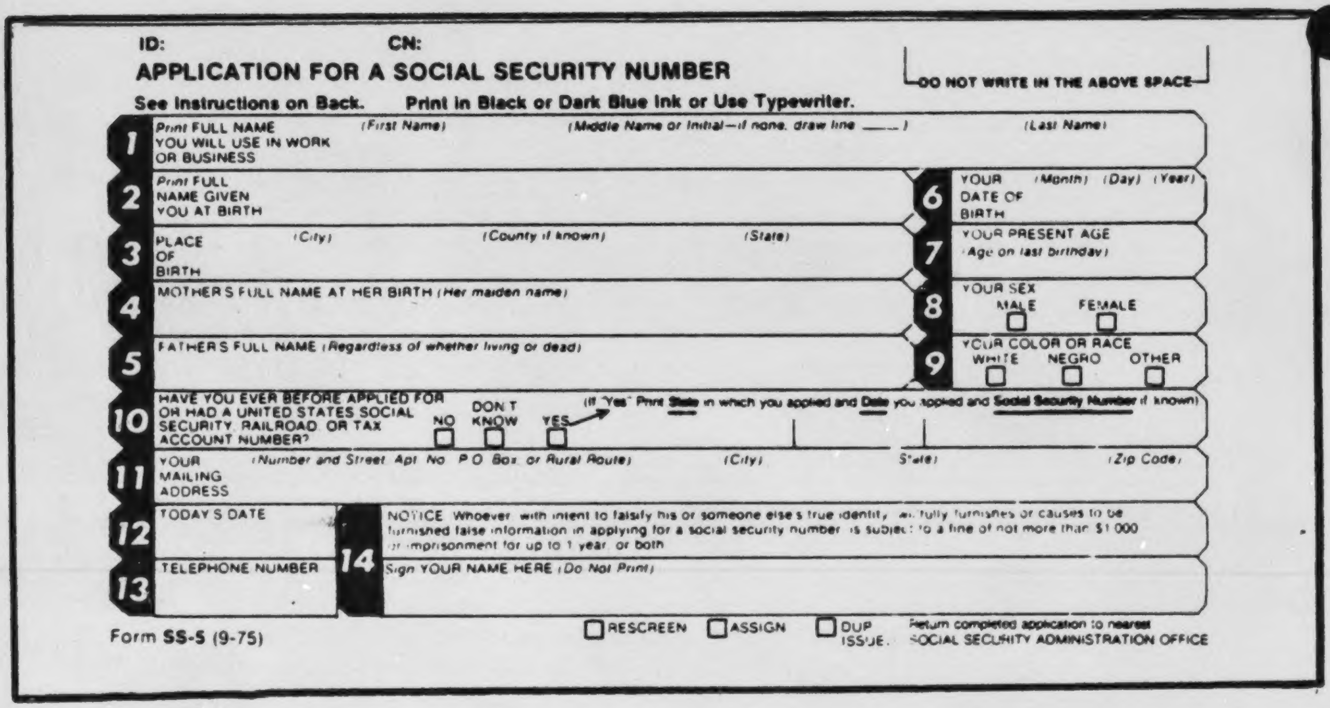
- During school hours, except as provided for under the Work Experience and Career Exploration Program
- Before 7 A M or after 7 P M except 9 P M from June 1 through Labor Day (time depends on local standards)
- More than 3 hours a day — on school days
- More than 18 hours a week — in school weeks
- More than 8 hours a day — on nonschool days
- More than 40 hours a week — in nonschool weeks

14 and 15-YEAR-OLD MINORS MAY NOT BE EMPLOYED IN:

- Any Manufacturing occupation
- Any Mining occupation
- Processing occupations
- Occupations requiring the performance of any duties in workrooms or workplaces where goods are manufactured, mined, or otherwise processed
- Public messenger service
- Operation or tending of hoisting apparatus or of any power-driven machinery
- Any occupations found and declared to be hazardous
- Occupations in connection with transportation, warehousing and storage, communications, public utilities, and construction

Any of the following occupations in a retail, food service, or gasoline service establishment. Cooking (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters) and baking. Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers and grinders, food choppers and cutters, and bakery-type mixers. Work in freezers and meat coolers and all work in preparation of meats for sale (except wrapping, sealing, labeling, weighing, pricing and stocking when performed in other areas). Loading and unloading goods to and from trucks, railroad cars or conveyors.

The above is not all inclusive. For additional information, contact any office of the U S Department of Labor, Wage-Hour Division.



ID: CN:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS *(First Name)* *(Middle Name or Initial—if none, draw line ____)* *(Last Name)*

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*

3 PLACE OF BIRTH *(City)* *(County if known)* *(State)*

7 YOUR PRESENT AGE *(Age on last birthday)*

4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME *(Regardless of whether living or dead)*

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print **State** in which you applied and **Date** you applied and **Social Security Number** if known)

11 YOUR MAILING ADDRESS *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

12 TODAY'S DATE

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

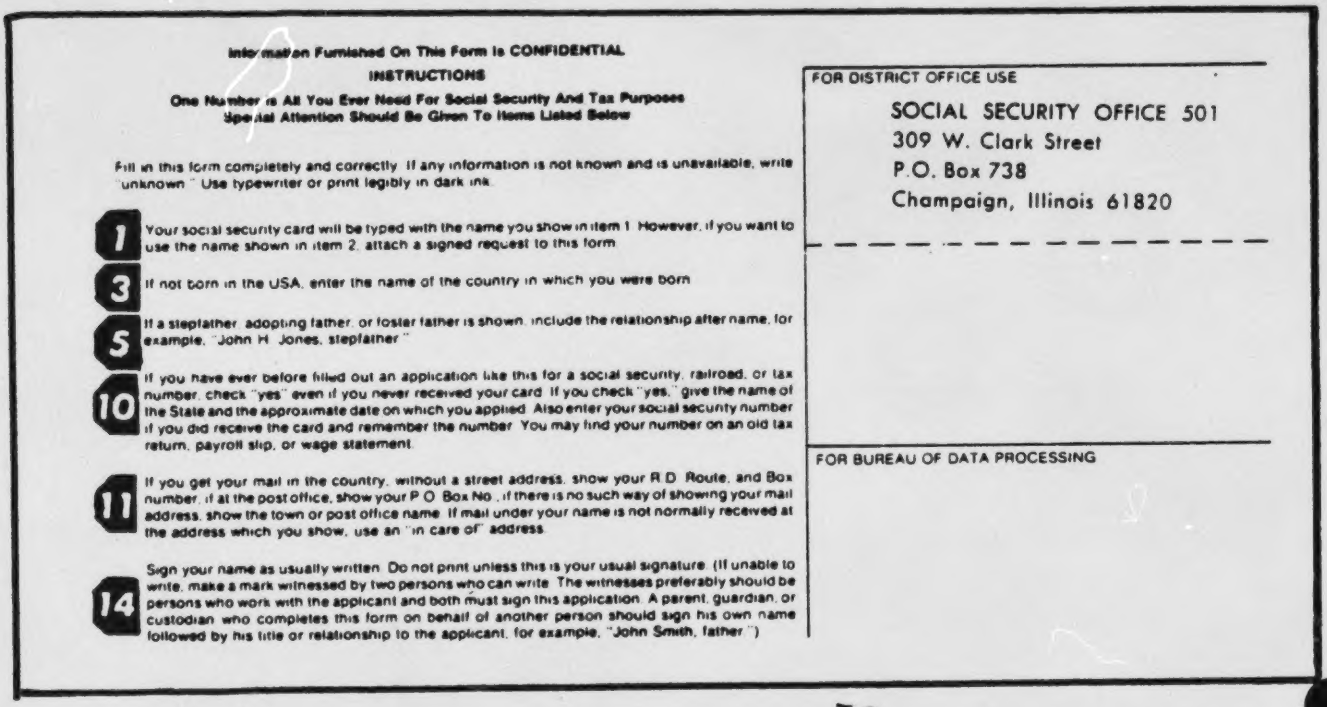
13 TELEPHONE NUMBER

Sign YOUR NAME HERE *(Do Not Print)*

Form **SS-5** (9-75)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUE.

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE



Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 501
309 W. Clark Street
P.O. Box 738
Champaign, Illinois 61820

FOR BUREAU OF DATA PROCESSING

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

TRAINING MEMORANDUM

Cooperative Occupational Education

INSTRUCTIONS: Complete 3 copies (1st copy for employer's files; 2nd copy for teacher-coordinator; 3rd copy for State files).

NAME OF PROGRAM

SCHOOL | DISTRICT | CITY

STUDENT | DATE OF BIRTH / / | AGE | SOCIAL SECURITY NUMBER

COMPANY NAME | ADDRESS | PHONE

TYPE OF BUSINESS | JOB TITLE | OE CODE

JOB SUBJECT TO FEDERAL OR STATE MINIMUM WAGE
☐ Yes ☐ No — ☐ State ☐ Federal

STATE LICENSE TO EMPLOY STUDENT LEARNER ON FILE
☐ Yes ☐ No

WORKING HOURS
(Daily) ____________ to ____________ ; (Saturday) ____________ to ____________ Wages Per Hour ____________

DURATION OF COURSE OF TRAINING

EMPLOYMENT CERTIFICATE (WORK PERMIT) OR CERTIFICATE OF AGE ON FILE
☐ Yes ☐ No

In order to carry on program, it is advisable that all parties concerned agree to the following responsibilities:

EMPLOYER'S RESPONSIBILITIES

The student will be placed on the above named job for the purpose of providing work experience and career exploration and will be given work of instructional value. (A list of work experiences and information topics should be prepared by the employer and coordinator).

The student's work activity will be under the close supervision of an experienced and qualified person. The work will be performed under safe and hazard free conditions.

The student will receive the same consideration given employees in regard to safety, health, social security, general work conditions, and other regulations of the firm.

The Coordinator will be notified if difficulties arise, changes are necessary, a lay-off or termination of employment seems likely to happen.

COORDINATOR'S RESPONSIBILITIES

The Coordinator will, with the assistance of the employer or someone delegated by him, prepare a training plan or outline of processes to to be learned on-the-job and related topics to be taught in the school. These items to be listed on reverse side of this memorandum.

The Coordinator will make provision for all cooperative students to receive the regularly scheduled related instruction.

The Coordinator will visit each student at least once per month at the work station and will become acquainted with the person to whom the student is responsible while on the job.

The Coordinator shall endeavor to adjust all complaints with the cooperation of all parties concerned, and shall have the authority to transfer or withdraw a student.

The Coordinator will make plans to meet with each student's parent or guardian several times during the school year.

PARENT'S OR GUARDIAN'S RESPONSIBILITIES

The (parents) or (guardians) agree to let the student participate in the Cooperative Occupational Program.

STUDENT'S RESPONSIBILITIES

The student will follow the rules set up by the school, employer, and coordinator.

The student will call the school office and his employer when he will be absent.

The student will not be allowed to work on days when he is absent from school.

Date *Signature of Student* *Date* *Signature of Employer*

Date *Signature of Parent (or Guardian)* *Date* *Signature of Teacher-Coordinator*

IOE 15-06

TRAINING OUTLINE

JOB EXPERIENCES THE EMPLOYER MAY GIVE THE TRAINEE:	RELATED INFORMATION THE COORDINATOR MAY TEACH THE STUDENT:

Individual study references available:

TRAINING STATION	CLASSROOM
1.	1.
2.	2.
3.	3.
4.	4.
	5.

Name of Trainer(s)

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

ADDENDUM* TO TRAINING MEMORANDUM

for Student

ADDITIONAL COST TO EMPLOYERS AND STUDENTS

DISCUSSION:

Added cost to students — The payment of program related student expenses shall be considered only when it is apparent that unresolved obligations or circumstances would prevent a student from participating in the program. Payments will be made only for those unusual expenses incurred by students as a result of their enrollment in the special cooperative program, such as transportation between school and the place where work experience is provided, special tools and equipment, required physical examinations, uniforms, safety and protective devices. Payment may not be made to underwrite personal obligations and expenses which students in similar circumstances are usually expected to assume.

Added cost to employer — Added employer costs may be interpreted as a wage differential which is the difference between the wages to be paid to students and the fair dollar value of services rendered by the students as determined by negotiations between local educational agencies and the employers. Payment will be made only when it is apparent that, without such reimbursement, employers will not be able to provide quality on-the-job training. Such added employer costs will not include the cost of construction of facilities, purchases of equipment, and other capital costs which would inure to the benefit of the employers. Unless an unusual condition prevails, reimbursement to an employer should cease when the student reaches a level of performance commensurate with other beginning workers. Student-learner wage reductions should be obtained to legally reduce the student's wage, before the local educational agency reimburses the employer for added costs.

(Additional information may be obtained from the State Plan for the Administration of Vocational and Technical Education in Illinois, Part I, Section 9.0)

I. Added cost to student

A. Transportation

1. Justification —
2. Duration —
3. Estimated Cost — $
4. Other agreement features —

B. Other (Such as uniforms, special tools and equipment, required physical examination for employment, or protective devices.)

1. Identify item or service —
2. Justification —
3. Estimated Cost — $
4. Other agreement features —

II. Added cost to employer

A. Wage differential (Reimbursement of negotiated amount to employer by local educational agency)

1. Justification —
2. Estimated Cost — $
3. Duration —
4. Other agreement features —

B. Other

1. Identification —
2. Justification —
3. Estimated Cost — $
4. Other agreement features —

* *To be attached to Training Memorandum when necessary — Part G programs only.*

IOE 15-07 (8/76)

Form W-4 (Revised October 1976)
Employee's Withholding Allowance Certificate

(Use for wages paid after December 31, 1976)

The explanatory material below will help you determine your correct number of withholding allowances, and will assist you in completing the Form W-4 at the bottom of this page.

Avoid Overwithholding or Underwithholding

By claiming the proper number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your tax liability. In addition to the allowances for personal exemptions to be claimed in items (a) through (g) below, be sure you claim any additional allowances you are entitled to in item (h), "Special withholding allowance," item (i), "Allowance(s) for credit(s)," and item (j), "Allowance(s) for deductions." While these allowances may be claimed on Form W-4 for withholding purposes, they are not to be claimed under "Exemptions" on your tax return Form 1040 or Form 1040A.

You may claim the special withholding allowance if you are single with only one employer, or married with only one employer and your spouse is not employed. If you have unusually large itemized deductions, an alimony deduction, or credit(s) for child care expenses, earned income, or credit for the elderly, you may claim additional allowances to avoid having too much income tax withheld from your wages. Please note that alimony is no longer an itemized deduction, but rather is an adjustment to gross income. It may be to your benefit to take the standard deduction in lieu of itemizing deductions because of this change. If you and your spouse are both employed or you have more than one employer, you should take steps to assure that enough has been withheld. If you find that you need more withholding, claim fewer exemptions or ask for additional withholding. If you are currently claiming additional withholding allowances based on itemized deductions, check the worksheet on the back to see that you are claiming the proper number of allowances.

How Many Withholding Allowances May You Claim?

Please use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points: If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; or, if you are married and both you and your spouse are employed, you may not claim the same allowances with your employers at the same time. A nonresident alien, other than a resident of Canada, Mexico, or Puerto Rico, may claim only one personal allowance.

Figure Your Total Withholding Allowances Below

(a) Allowance for yourself—enter 1 . . . . ______
(b) Allowance for your spouse—enter 1 . . . . ______
(c) Allowance for your age—if 65 or over—enter 1 . . . . ______
(d) Allowance for your spouse's age—if 65 or over—enter 1 . . . . ______
(e) Allowance for blindness (yourself)—enter 1 . . . . ______
(f) Allowance for blindness (spouse's)—enter 1 . . . . ______
(g) Allowance(s) for dependent(s)—you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return. Do not include yourself or your spouse* . . . . ______
(h) Special withholding allowance—If you are single with only one employer, or married with only one employer and your spouse is not employed—enter 1** . . . . ______
(i) Allowance(s) for credit(s)—enter the number from line (e) on the other side** . . . . ______
(j) Allowance(s) for deductions—enter the number from line (n) on the other side** . . . . ______
(k) Total—add lines (a) through (j) above. Enter here and on line 1, Form W-4 below . . . . ______

*If you are in doubt as to whom you may claim as a dependent, see the instructions that came with your last Federal income tax return or call your local Internal Revenue Service office.

**This allowance is used solely for purposes of figuring your withholding tax, and cannot be claimed when you file your tax return.

Completing Form W-4

If you find that you are entitled to one or more allowances in addition to those which you are now claiming, increase your number of allowances by completing the form below and filing it with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W-4 within 10 days. (Should you expect to owe more tax than will be withheld, you may use the same form to increase your withholding by claiming fewer or "0" allowances on line 1, or by asking for additional withholding on line 2, or both.)

▼ Give the bottom part of this form to your employer; keep the upper part for your records and information ▼

---------------- Detach along this line ----------------

Form **W-4**
(Rev. October 1976)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

NOTE: *If you incurred no tax liability for last year and anticipate no liability for this year, you may file Form W-4E to claim exemption from Federal income tax withholding. See Form W-4E for details.*

Type or print your full name ______
Your social security number ______
Home address (Number and street or rural route) ______
Marital status
☐ Single ☐ Married
(If married but legally separated, or spouse is a nonresident alien, check the single block.)
City or town, State and ZIP code ______

1 Total number of allowances you are claiming . . . . ______
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $ ______

Under the penalties of perjury, I certify that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▶ ______ Date ▶ ______, 19______

The Following Information is Provided in Accordance with the Privacy Act of 1974

The Internal Revenue Code requires that every employee shall furnish his or her employer with a signed withholding allowance certificate relating to the number of withholding allowances which the employee claims (section 3402(f)(2)(A) and the Regulations thereto). Individuals are required to provide their Social Security Number for proper identification and processing (section 6109 and the Regulations thereto).

The principal purpose for soliciting withholding allowance certificate information is to administer the Internal Revenue laws of the United States.

If an employee does not furnish a signed withholding allowance certificate, the employee is considered as claiming no withholding allowances (section 3402(e)) and shall be treated as a single person (section 3402(l)).

The routine uses of the withholding allowance certificate information include disclosure to the Department of Justice for actual or potential criminal prosecution or civil litigation.

Determining Withholding Allowances for Tax Credits

The worksheet below will be helpful to you in determining whether the tax credits for child care expenses, earned income, or credit for the elderly will entitle you to claim one or more additional withholding allowances. For an explanation of these credits, see the instructions for filing your 1976 income tax return Form 1040.

(a) Total estimated child care credit . . . . $______
(b) Total estimated earned income credit . . . . ______
(c) Total estimated credit for the elderly . . . . ______
(d) Total of lines (a), (b), and (c) . . . . $______
(e) If the amount on line (d) is between
  $250–$500, enter 1 . .
  $501–$750, enter 2 . .
  $751–$1,000, enter 3 .
  $1,001–$1,250, enter 4 .
} here and on line (i) on the other side . . . . ▶ ______

Determining Withholding Allowances for Itemized Deductions and Payments of Alimony

The worksheet below will be helpful to you in determining whether your expected itemized deductions and adjustment to gross income for alimony payments entitle you to claim one or more additional withholding allowances.

(f) Total estimated annual salary or wages (from all sources) . . . . $______
(g) Total estimated itemized deductions . . . . $______
(h) Total estimated standard deduction . . . . ______
(i) Line (g) or line (h), whichever is larger . . . . ______
(j) Total estimated deduction for alimony payments . . . . ______
(k) Add lines (i) and (j) . . . . $______
(l) Appropriate amount from column (A), (B), or (C) in the table below . . . . . ______
(m) Balance (subtract line (l) from line (k)). If "0" or less, you are not entitled to additional withholding allowances . . . . $______
(n) If the amount on line (m) is between
  $0–$750, enter 1 . . .
  $751–$1,500, enter 2 . .
  $1,501–$2,250, enter 3 .
  $2,251–$3,000, enter 4 .
  $3,001–$3,750, enter 5 .
  $3,751–$4,500, enter 6 .
  $4,501–$5,250, enter 7 .
  $5,251–$6,000, enter 8 .
  $6,001–$6,750, enter 9 .
} here and on line (j) on the other side . . . . ▶ ______

Note: *If the amount on line (m) is over $6,750 you may claim 9 allowances, plus 1 allowance for each $750 or fraction thereof by which the amount on line (m) exceeds $6,750. If the balance on line (m) is less than "0," you may be having too little tax withheld. You can generally avoid this by claiming one less allowance than the total number to which you are entitled for each $750 by which the estimated deductions on line (k) are less than the amount on line (l).*

Table for Determining Number of Withholding Allowances Based on Deductions

Estimated Salaries and Wages	(A) Single Employees (With One Job)	(B) Married Employees (Wife or Husband is Not Working)	(C) Married Employees (Both Husband and Wife Working) and Employees Working in More Than One Job
Under $10,000	$2,000	$2,500	$3,300
10,000–15,000	2,000	2,500	3,900
15,000–20,000	2,400	3,100	4,900
20,000–25,000	2,400	3,100	5,600
25,000–30,000	2,900	3,100	6,300
30,000–35,000	3,700	3,100	7,200
35,000–40,000	4,500	3,600	8,000
40,000–45,000	6,200	4,300	9,000
45,000–50,000	7,800	5,400	10,300
Over $50,000	21% of estimated salaries and wages	15% of estimated salaries and wages	24% of estimated salaries and wages

☆ U.S. GOVERNMENT PRINTING OFFICE 1976—O-218-399

E.I. 36-2717749

Form **1040A** Department of the Treasury—Internal Revenue Service
U.S. Individual Income Tax Return **1977**

Use IRS label. Otherwise, print or type.

First name and initial (if joint return, give first names and initials of both)	Last name	**Your social security number**
Present home address (Number and street, including apartment number, or rural route)	**For Privacy Act Notice, see page 9 of Instructions.**	**Spouse's social security no.**
City, town or post office, State and ZIP code	**Occupation** Yours ▶ Spouse's ▶	

Presidential Election Campaign Fund ▶ Do you want $1 to go to this fund?. . . . . Yes ☐ No ☐
If joint return, does your spouse want $1 to go to this fund? Yes ☐ No ☐
Note: *Checking "Yes" will not increase your tax or reduce your refund.*

Filing Status

Check Only One Box

1 ☐ Single 2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing, give spouse's social security number in the space above and enter full name here ▶......

4 ☐ Unmarried Head of Household. Enter qualifying name ▶ . See page 6 of Instructions.

Exemptions

Always check the "Yourself" box. Check other boxes if they apply.

5a ☐ Yourself ☐ 65 or over ☐ Blind

b ☐ Spouse ☐ 65 or over ☐ Blind

Enter number of boxes checked on 5a and b ▶ ☐

c First names of your dependent children who lived with you ▶..........

Enter number of children listed ▶ ☐

d Other dependents: (1) Name	(2) Relationship	(3) Number of months lived in your home.	(4) Did dependent have income of $750 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶ ☐

6 Total number of exemptions claimed . . . .

Add numbers entered in boxes above ▶ ☐

Please Attach Copy B of Forms W–2 Here

7	Wages, salaries, tips, and other employee compensation. (Attach Forms W–2. If unavailable, see page 11 of Instructions)	7	
8	Interest income (see page 4 of Instructions).	8	
9a	Dividends .... 9b Less exclusion .... Balance ▶ (*See pages 4 and 11 of Instructions*)	9c	
10	Adjusted gross income (add lines 7, 8, and 9c). If under $8,000, see page 2 of Instructions on "Earned Income Credit." If eligible, enter child's name ▶	10	

11a	Credit for contributions to candidates for public office. Enter one-half of amount paid but do not enter more than $25 ($50 if joint return)	11a	

IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.

b	Total Federal income tax withheld (if line 7 is larger than $16,500, see page 12 of Instructions)	11b	
c	Earned income credit (from page 2 of Instructions)	11c	

Please Attach Check or Money Order Here

12	Total (add lines 11a, b, and c)	12	
13	Tax on the amount on line 10. (See Instructions for line 13 on page 12, then find your tax in Tax Tables on pages 14–25.)	13	
14	If line 12 is larger than line 13, enter amount to be **REFUNDED TO YOU** . . . . ▶	14	
15	If line 13 is larger than line 12, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write social security number on check or money order . . ▶	15	

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Please Sign

▶ Your signature Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income) 59

▶ Paid preparer's signature and identifying number (see instructions)

▶ Paid preparer's address (or employer's name, address, and identifying number)

☆ U.S. GOVERNMENT PRINTING OFFICE 1977—O-235-360 [illegible]

ILLINOIS
FORM
IL-1040

1977 INDIVIDUAL INCOME TAX RETURN

Check one
☐ For Calendar Year January 1, 1977 through December 31, 1977
☐ Other year beginning ____________, 1977 ending ____________, 197____

Please use pre-addressed label. Print or type if you did not receive a label.

For official use only

THIS RETURN MUST BE FILED ON OR BEFORE APRIL 17, 1978

MAIL TO:
ILLINOIS
DEPT. OF REVENUE
SPRINGFIELD, IL 62726

Name (If joint return, give first names and initials of both)	Last Name	Your Social Security Number
PRESENT Address (Number and Street or Rural Route)		Spouse's Social Security Number
City or Town	State	Zip Code

Occupation: Yours ____________ Spouse's ____________

FILING STATUS (Check only one)
(1) ☐ Single
(2) ☐ Married filing joint return
(3) ☐ Married filing separately Enter spouse's Social Security Number ____________
(4) ☐ Unmarried head of household
(5) ☐ Qualifying widow(er) with dependent child

RESIDENCE (Check only one)
(1) ☐ Full year Illinois resident
(2) ☐ Nonresident — Attach Schedule NR
(3) ☐ Part-Year resident — Attach Schedule NR

YOUR TELEPHONE NUMBER
(Area Code)

MAILING ADDRESS INFORMATION:
(1) Did you receive a return with a pre-addressed label? ☐ Yes ☐ No
(2) If Yes, were the name(s), address and Social Security Number(s) shown on that label EXACTLY correct? ☐ Yes ☐ No
(3) If No, please make corrections on the label

Attach Illinois copy of all W-2s & Form IL-W-2G here

1 **ADJUSTED GROSS INCOME** (amount required to be shown on page 1, line 31, U.S.Form 1040 or line 10, U.S. Form 1040A) 1 $

a. If no U.S. Form 1040 or 1040A was filed, see No. 1 of the Step-By-Step Instructions and check box ☐

For official use only

2 **ADDITIONS** (see No. 2, Step-By-Step Instructions for information on Additions.)
a. State, municipal and other interest not included in amount on line 1 . . . . . . 2a $
b. 50% capital gain deduction from line 15(a), Schedule D, U.S. Form 1040 or line 15, U.S. Form 1040 . . . . . 2b
c. Dividend exclusion—from line 10b, U.S. Form 1040 or line 8b, U.S. Form 1040A. . 2c
d. Other additions (SPECIFY: ____________) 2d
TOTAL ADDITIONS (lines 2a through 2d) . . . . . **TOTAL** 2

3 Line 1 plus line 2 3

For official use only

4 **SUBTRACTIONS** (see No. 4, Step-By-Step Instructions for Subtractions.)
a. Interest on U. S. Government obligations included in amount on line 1 ATTACH Federal Schedule B if amount is over $400 . . . . . 4a $
b. August 1, 1969, valuation limitation amount—from line 17, Schedule F 4b
c. Payments from certain employee plans which were included in amount on line 1 (see line 4c instruction under the Step-By-Step Instructions for Subtractions for required attachments.) 4c
d. Military pay earned while a resident included in amount on line 1 . . . . . 4d
e. Other subtractions (SPECIFY: ____________) 4e
(see Step-By-Step Instructions for required attachments.)
TOTAL SUBTRACTIONS (line 4a through 4e) . . . . . **TOTAL** 4

5 **BASE INCOME** (line 3 minus line 4) 5

Nonresidents and part-year residents: Enter number of exemptions properly claimed on U.S. Form 1040 or 1040A in box. Complete and attach Schedule NR; do not enter totals on lines 6 and 7 below.
RESIDENTS: Enter number of exemptions properly claimed on U.S. Form 1040 or 1040A in box. ☐

Full Year Illinois Residents Only
6 Multiply number of exemptions by $1,000 and enter amount here 6
7 **NET INCOME** — line 5 less line 6 7

8 **TAX—Full Year Residents** enter amount from Tax Table (Last Page of IL-1040 Booklet) or line 7 multiplied by .025 (2½%)
Nonresidents and part-year residents enter amount from line 4, Schedule NR 8

For official use only

9 **TAX PAYMENTS AND CREDITS:**
a. Total Illinois income tax withheld (attach Illinois copy of W-2 s & IL-W-2G) . . 9a $
b. 1977 IL-1040ES payments (include 1976 overpayment credited to 1977 tax and payments made with Form IL-505) 9b
c. Foreign tax credit - from line H, Schedule CR 9c

10 **TOTAL PAYMENTS AND CREDITS** — add lines 9a through 9c . . . . . **TOTAL** 10

Attach Check or Money Order here payable to Illinois Department of Revenue

Balance Due or Refund

11 If line 8 is greater than line 10, enter the difference on line 11. This is the balance of tax due. If this form is filed late, attach a computation of the penalty for late filing (see instructions) and include this amount with your remittance. If there has been an underpayment of estimated tax (line 9a, Form IL-2210; line 8, Form IL-2210-F), attach a completed Form IL-2210 (or IL-2210-F for farmers) and include the amount of this penalty with your remittance. Make remittance (if $1.00 or more) payable to "Illinois Department of Revenue". → **BALANCE DUE** 11

12 If line 10 is greater than line 8 — enter amount OVERPAID. This is the refund due you.
(No refund or credit made if less than $1.00) → **REFUND** 12

a. Amount of line 12 to be **CREDITED** to Illinois 1978 estimated tax **CREDIT** 12a $

For official use only

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. If the return is prepared by a person other than the taxpayer, he must also sign, and his declaration is based on all the information relating to the matters reported in the return of which he has knowledge.

RETURN MUST BE SIGNED BEFORE IT CAN BE PROCESSED.

Sign Here
Your signature ____________ Date ____________ 60
Spouse's signature (if filing jointly) ____________ Date ____________

Signature of preparer if other than taxpayer ____________ Soc. Sec. No. or FEIN ____________
Address ____________ Date ____________

Name(s) as shown on Form IL-1040	Social Security Number

FILING CHECKLIST

Before you mail your return, make sure you have:

Used the pre-printed label if you received one ______

Double-checked your social security number and the social security number of your spouse if you're filing a joint return ______

Double-checked your arithmetic ______

Attached to the IL-1040 all W-2s, IL-W-2Gs and other supporting documents ______

Enclosed a check made payable to the Illinois Department of Revenue for any tax owed. Include your social security number on the check ______

Signed your return and have had your spouse sign it if it's a joint return ______

Used the return envelope provided in your tax booklet ______

FOR ASSISTANCE

If additional assistance is needed, you may visit the Illinois Department of Revenue offices located in the cities listed below. If you live in Cook County, you may **call** the Taxpayers' Service Center at **641-2150. If you live in Illinois but outside of Cook County, you may call,** ***toll-free,*** **800-252-8972.**

Taxpayers' Information Division
1901 South 11th Street
Springfield, Illinois 62708

Taxpayers' Information Section
160 North LaSalle Street
Chicago, Illinois 60601

District Offices of the Illinois Department of Revenue

No. 2 Henson Place
Champaign, Illinois 61820

1515 North Harlem Avenue
Oak Park, Illinois 60305

304 South Barrington Road
Wauconda, Illinois 60084

9730 S. Western Avenue
Evergreen Park, Illinois 60642

3319 West 55th Street
Chicago, Illinois 60632

1265 North 89th Street
East St. Louis, Illinois 62203

245 W. Roosevelt Road
West Chicago, Illinois 60185

251 Lawrencewood
Niles, Illinois 60648

One University Plaza, Room 201
Hackensack, New Jersey 07601

2209 W. Main Street
Marion, Illinois 62959

610 Abington
Peoria, Illinois 61603

510 North Church Street
Rockford, Illinois 61103

3804 South 11th Street
Rock Island, Illinois 61201

1610 South Ninth Street
Springfield, Illinois 62708

If you were a member of a partnership or a beneficiary of an estate or trust during 1977, or a shareholder in a corporation which had elected to be taxed as a "Small Businrss Corporation" under Section 1372 of the Internal Revenue Code, and such election was in effect during 1977, enter name, address and Federal Employer Identification Number of such partnership, estate, trust or small business corporation. (If more space is needed, attach supplemental list.)

(Name of partnership/estate/trust/small business corporation)	(Address)	(Federal Employer Identification Number)
(Name of partnership/estate/trust/small business corporation)	(Address)	(Federal Employer Identification Number)
(Name of partnership/estate/trust/small business corporation)	(Address)	(Federal Employer Identification Number)

ILLINOIS DEPARTMENT OF LABOR
LABOR STANDARDS DIVISION
910 S. Michigan Ave., Room 1855
Chicago, Illinois 60615

WECEP

APPLICATION FOR LICENSE TO EMPLOY A LEARNER AT SUBMINIMUM WAGES

THIS LICENSE DOES NOT APPLY TO ANY ESTABLISHMENT COVERED UNDER THE FEDERAL FAIR LABOR STANDARDS ACT.

The employer's certification in Item 27 of this application provides temporary authority to employ at once the named learner under the terms proposed in the application.

The authority begins on the date the application is forwarded to the Department. At the end of 30 days, this authority is extended to become the approved license unless the Director or his authorized representative denies the application, issues a license with modified terms and conditions, or expressly extends the period of review. (Note that license is valid for that period of time the learner is enrolled in a cooperative work-study program for which credit is being received, during which period the employer may pay the learner not less than $1.50 per hour as wages.)

Read carefully the instructions for completing this form. Print or type all answers.

1. NAME OF ESTABLISHMENT ______________________________
   ADDRESS ______________________________ (City) ______________
2. TYPE OF BUSINESS ______________________________
   (And products manufactured, sold, or services rendered)
3. NAME OF LEARNER ______________________________
   (If more than one, complete information in Item 24)
   ADDRESS ______________________________
   Date of Birth--Mon., Day, Year
4. Number of learners to be employed for the occupation for which application is made ______________.
5. Proposed beginning date of learning period ______________
6. Proposed ending date of learning period ______________
7. Minimum period of learning necessary (weeks, months) ______________
8. Number of workers to be displaced by the learner ______________
9. Are workers with this occupational experience available? ______________
10. When was experienced worker last employed? ______________
11. How is training scheduled for learner? ______________
    ____
12. Number of weeks of employment training at subminimum wages ______________
13. Number of hours of employment training at subminimum wages ______________
14. Are Federal Vocational Education funds used for this program? ______________
15. Was this program authorized by any State agency? ______________
16. If answer to 14 or 15 is "Yes," give name of the program and the agency. ______________
    ____
17. Title of learner occupation ______________
18. Number of employees in this establishment ______________
19. Number of experienced employees in learner's occupation ______________
20. Minimum hourly wage rate of experienced workers in Item 19 ______________

LS-MW 9L (2M -9/73)

21. Subminimum wage to be paid learner ________________________

22. Is an age or employment certification on file in this establishment for learner?

____

23. Does the learner receive meals or lodging? ________________________

24. If application is to employ more than one learner, provide name, address and birth date of each learner to be employed at once and the date or dates additional learners are to be employed, which employment must occur within 60 days of the date of this application. Upon employment of each additional learner pursuant to license by the Department, a copy of this application signed by the additional learner, or learners, and the employer must be promptly forwarded to the Department.

____

____

____

____

____

____

25. Outline training on-the-job (describe briefly the work process in wich the student-learner will be trained and list the types of any machine used).

26. Signature of employed learner

I (We) have read the statements made above and ask that the requested license authorizing my (our) employment training at subminimum wages and under the conditions stated, be granted by the Director or his authorized representative.

________________ ________________

________________ ________________

________________ ________________

27. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE

I certify, in applying for this certificate, that all the foregoing statements are, to the best of my knowledge and belief, true and correct.

________________ ________________

(Print or type name of employer or representative) (Title)

________________ ________________

(Signature of employer or representative) (Date)

28. LICENSE TO EMPLOY LEARNER AT SUBMINIMUM WAGE

License is hereby granted to employ learner at the wage specified and in accordance with the conditions stated in the foregoing application.

ILLINOIS DEPARTMENT OF LABOR

________________ ________________

(Superintendent (Date)

THIS APPLICATION MUST BE FILED IN DUPLICATE

WECEP

OMB Approval No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

OFFICIAL USE ONLY

A. Control number ____________
B. Effective date ____________
C. Expiration date ____________
D. Reviewing official ____________

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:

2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:

3A. NAME AND ADDRESS OF STUDENT-LEARNER:

B: DATE OF BIRTH: *(Month, day, year)*

4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*

6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*

7. PROPOSED GRADUATION DATE *(Month, day, year)*

8. NUMBER OF WEEKS IN SCHOOL YEAR

9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK

10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING

11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)?*

12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES

13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK

14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?

15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?

16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:

17. TITLE OF STUDENT-LEARNER OCCUPATION:

18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT

19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION

20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19

21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):*

22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*

23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.).*

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used).*

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

(Print or type name of student)

Signature of Student

Date

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official

Date

Title

Tel. No.

(Include Area Code)

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative

Date

Title

Tel. No.

(Include Area Code)

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 881-506

62

ILLINOIS DEPARTMENT OF LABOR
LABOR STANDARDS DIVISION
910 S. Michigan Ave., Room 1855
Chicago, Illinois 60605

APPLICATION FOR LICENSE TO EMPLOY PHYSICALLY OR MENTALLY HANDICAPPED OR OTHERWISE IMPAIRED BY AGE

The employer's certification in Item 10 of this application provides temporary authority to employ at once the handicapped worker.

Approved ________ Wage approved ___________ Effective Date _______________

Denied __________ Expiration Date _____________

The above lines for Staff use only

1. NAME OF ESTABLISHMENT ______________________________

   ADDRESS ______________________________

   TYPE OF BUSINESS ______________________________

2. NAME OF EMPLOYEE ______________________ BIRTH DATE __________

   ADDRESS ____________________ SOC. SEC. NO. __________

3. DUTIES OF EMPLOYEE ______________________________

____

______________________ Date Employed __________

4. NATURE OF HANDICAP ______________________________

   APPARENT DEGREE OF HANDICAP IN PERFORMING DUTIES ______________

   FOR VERIFICATION CONTACT ______________________________

5. PROPOSED WAGE RATE (based on extent to which worker is handicapped in the performance of the duties required) $__________ PER __________

   IS IT ANTICIPATED THAT PERFORMANCE MAY REACH NORMAL PRODUCTION STANDARDS?

   ____

If so, what is the estimated period for which deviation is requested?
__________Months.
(Request must not exceed two years)

6. SIGNATURE OF EMPLOYEE indicating willingness to accept modified rate, subject to approval of the Director of Labor:

   Date signed ____________ Signature ______________________

When the nature of the handicap is due to mental disability, the legal guardian of the employee may act in behalf of the employee with respect to the acknowledgment of the handicap and the acceptance of the modified minimum wage rate:

Date signed ____________Signature ______________________

7. EMPLOYMENT AND TRAINING RECORD OF EMPLOYEE:

Grade Achievement ________________ Education Level ____________________

Special Training ____

Skills ____

Previous Employment Pertinent to Present Situation ______________

____

____

8. THE FOLLOWING TO BE COMPLETED BY THE EMPLOYER:

No. of Handicapped Workers in Establishment ______________________

Total No. of Employees in Establishment _________________________

Are any meals and/or lodging furnished the handicapped employee in addition to the wages paid:

Meals (give number furnished per day) _________ Lodging ____________

9. SIGNATURE OF EMPLOYER:

Date Signed ____________________ Signature ______________________

10. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE

I certify, in applying for this certificate, that all the foregoing statements are, to the best of my knowledge and belief, true and correct.

____
(Print or type name of employer or representative)

____
(Signature of Employer or Representative) (Date)

TITLE ____

11. LICENSE TO EMPLOY HANDICAPPED AT SUBMINIMUM WAGE

License is hereby granted to employ handicapped at the wage specified and in accordance with the conditions stated in the foregoing application.

ILLINOIS DEPARTMENT OF LABOR

____

______________________________ ______________________________
(Official Title) (Date)

Form must be filed in duplicate.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
OFFICE OF FAIR LABOR STANDARDS

Form Approved
OMB No. 44-R0323

FOR AGENCY USE ONLY		
AGE ☐		ORIGINAL ☐
OTHER ☐		RENEWAL ☐
WH-242 on file ☐		DENIED ☐
RATE	FROM	TO

APPLICATION FOR HANDICAPPED WORKER CERTIFICATE

INSTRUCTIONS: ALL ITEMS SHOULD BE COMPLETED.

a. This is an APPLICATION FORM ONLY (not a permit or certificate) used in applying for a subminimum wage certificate for a handicapped worker under the Fair Labor Standards Act, Walsh-Healey Public Contracts Act, and/or Service Contract Act (SCA). If the worker will be employed on an SCA contract of more than $2,500, supply on a separate sheet of paper attached to this application: Name of the prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determinations (including fringe benefits), type of service to be performed, and governmental agency name and location for which the service contract will be performed.

b. Four copies of this form are to be completed and then signed by both the employer and the handicapped worker. The employer should send the original and one copy of the completed form to the address shown above, give one copy to the worker, and keep one for his own files.

INFORMATION ABOUT EMPLOYER

1. Name of firm

2. Date of application

3. Address including ZIP Code, of establishment where worker will be employed

4. (a) Type of business ______
(Examples: retailing, wholesaling, manufacturing, processing, miscellaneous business services, etc.)

(b) Type of products or services ______
(Examples: men's and boys' clothing, seafood, hosiery, cigars, mail advertising etc.)

INFORMATION ABOUT HANDICAPPED WORKER

5. Name of worker
Mr.
Mrs.
Miss

6. Date of birth

7. How long employed by firm?

8. How long at present job?

9. Home address, including ZIP Code, of worker

10. Amount firm proposes to guarantee worker in:

(a) Cash . . . . ______ per hour

(b) Reasonable cost of lodging board or other facilities, if furnished ______ per hour *(See Reg., 29 CFR Part 531)*

(c) How long has proposed rate been in effect for this worker? ______

11. Occupation in which worker is to be employed (Describe if job title is not self-explanatory)

12. Nature of worker's disability:

(a) Describe in FULL. (Do not use vague statements, such as "nervous," "slow," etc.)

(b) Obvious ☐ Not obvious ☐ (Check one.)

(If disability is not obvious, a Report of Medical Examination Form WH-242 should be completed by a physician and accompany this application. For a renewal application submit Form WH-242 only when requested.)

(OVER - THE REVERSE SIDE OF THIS FORM MUST BE COMPLETED)

65 68

Form WH-222 (Rev. 12/72)

INFORMATION ABOUT EARNINGS

Note: The information requested below must be properly completed to determine the certificate rate. Action cannot be taken on this application unless all the requested information is furnished.

13. (a) NONHANDICAPPED employees in establishment during most recent week doing same type of work as described under Item 11.

(1) NUMBER OF SUCH EMPLOYEES (If none, so state)	(2) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(3) NUMBER PAID MAKE-UP TO EQUAL STATUTORY MINIMUM (If none, so state)	(4) AVERAGE MAKE-UP PER HOUR (Divide total make-up by total hours worked by employees paid make-up)
	Time work	Piece work		

(b) If the make-up paid reported in 13(a)(3) and 13(a)(4) above is the result of unusual circumstances explain.

14. Handicapped worker's earnings for most recent 4 weeks he or she worked for the employer.

(a) WEEK ENDING (Date)	(b) HOURS WORKED (Total for week)	(c) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(d) MAKE-UP PAY (Total for week added to equal authorized minimum. If none, so state.)	(e) OVERTIME PAY (Total paid for week over and above straight-time earnings)	(f) WEEKLY EARNINGS (Total gross earnings for week.)
		Time work	Piece work			

15. If worker has been employed during the above 4 weeks in an occupation other than that described in Item 11, specify occupation.

SIGNATURES OF EMPLOYER AND HANDICAPPED WORKER

16. I certify that to the best of my knowledge and belief, all statements are true and accurate. — Signature of employer or authorized official

17. Print or type name and official title

18. I have read the statements in this application and ask that the requested certificate be granted. — Signature of handicapped worker *(If worker cannot write, signature may be made by mark (X) and witnessed by another person.)*

19. Witness. *(Required ONLY if worker's signature is made by mark (X).)* — Signature of witness.

DO NOT WRITE IN THIS SPACE - FOR AGENCY USE ONLY

☆ U.S. GOVERNMENT PRINTING OFFICE : 1973—728-508/1263 3-1

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM
ADDED COSTS TO EMPLOYER

Student's Name ____________________

School ____________________

Place of Employment ____________________

Pay Period ____________________

Number of Hours of Reimbursement ____________________

Rate of Pay/ Hr. of Reimbursement $________

Total Amount of Reimbursement Due $________

Date ____________________

Signed ____________________

PART C. OPTIONAL FORMS

LOG OF POSSIBLE TRAINING STATIONS

Name of Business ______________________________

Address ______________________________

____

Phone Number ______________________

Contact Person ______________________ Position ______________________

Date	Person Reached	Response

72

MASTER LIST OF TRAINING STATIONS

Page ______ of ______

________________ Attendance Center

________________ Teacher-Coordinator

________________ Cooperative Program

19 ________________ School Year

STUDENT INFORMATION		EMPLOYER INFORMATION			
Name	Grade	Name of Business	Address	Work Assignment	Contact Person and/or Supervisor

Coordinator ______________________
Attendance Center ________________
Coop Program ____________________
For Month ______________ Year ________

Teacher-Coordinator's Monthly Report

Code Identification
A. Training Station Visit
B. Home Contact
C. Teacher-Pupil Contact
D. Other

Student's Name	Date Contacted	Code		Business Address, Contact Person (Complete Only if Change from Master List)	Comments (New Work Assignment, Dropped from Program, etc.)

109/12-15-76

TEACHER-COORDINATOR'S MONTHLY TRAVEL REPORT

NAME (Please Print) ____________________

Period ____________________ to ____________________

DATE	LIST VISITATION	NUMER OF MILES	
		IN DISTRICT	OUT OF DISTRICT
	TOTAL		

STUDENT'S APPLICATION FOR WECEP

Date ______________________________ Phone ______________________________

Name ______________________________ Birthdate __________ Birthplace __________

Address ______________________________ City ______________________________

Sex: Male Female Age ______ Social Security Number ______________________________

Year in school: 7 8 9 10 Counselor ______________________________ Dean __________

Father ______________________________ Occupation ______________________________

Mother ______________________________ Occupation ______________________________

Are you living with Mother? ______ Father? ______ Both? ______ Other ______________

Number of brothers ______ Sisters ______ Have you been in WECEP before? Yes No

Why are you applying for WECEP (be specific) and how did you find out about the program? __________

____

____

If you are accepted into WECEP would you be willing to improve in behavior, attendance, grades? __________

Will you have transportation to work? (explain) ______________________________

____

Job interests ____

Do you plan to work after high school? ______________________________________

Do you plan to attend college? ____

Have you worked before? ______ If so, when? ______ Where? ______________________

List two references:

Name ______________________________ Name ______________________________

Address ______________________________ Address ______________________________

______________________________ ______________________________

Occupation ______________________________ Occupation ______________________________

Relationship ______________________________ Relationship ______________________________

WECEP STUDENT DATA SHEET

NAME ______________________ DATE ______________________

ADDRESS ______________________ CITY ______________________

BIRTHDAY ______________ AGE ______________ GRADE ______________

TELEPHONE ______________________ SOCIAL SECURITY ______________________

CLASS SCHEDULE:

				GRADES				
Period	**Subject**	**Teacher**	**Room**	**1**	**2**	**3**	**4**	**Av.**

TIME FOR LEAVING SCHOOL: ______________________________

Employer ______________________ Phone ______________________

Address ____
(Street) (City)

Length of time on this job ______________________________

Father's Name ______________________________

Father's Employer ______________________________

Employer's Address ______________________________

Mother's Name ______________________________

Mother's Employer ______________________________

Employer's Address ______________________________

If you do not live at home, give address where you do live:

____

TRAINING STATION REPORT

(Hours – Wage – Earnings – Deductions – Savings – Job Duties)

Student ______________________ Occupation ______________________

Training Station ______________________ Hourly Wage ______________________

DIRECTIONS

Bring your Statement of Earnings and Deductions to class each pay day.

Record it below. Have the teacher initial the entry.

Date	Hours Worked	Gross Pay	Fed. Tax	FICA	Meals	Tips	State Tax	Other Deductions	Net Pay	Savings

(over)

Directions: Each time you record your earnings and deductions on side one, enter corresponding date and kinds of work done in chart below.

Date	Jobs Performed

File in Students Folder

WECEP STUDENT'S BUDGET AND EXPENDITURE OF WAGES

All expenditures of money are to be recorded and kept on file with your teacher.

Essentials = Those items you have no choice in buying.
Non-Essentials = Those items you want because they would be fun to have.

____
(Student's Name)

Pay Period	Money Earned	Essentials			Non-Essentials			Savings Account		
		Item	Estimated Cost	Actual Cost	Item	Estimated Cost	Actual Cost	Amount Deposited	Amount Withdrawn	Purpose of Withdrawal

TEACHER—COORDINATOR'S
EVALUATION OF WECEP STUDENT

Student's Name ______________________ School ______________________

Teacher ______________________

Date ______________________

Characteristic	Beginning of First Semester	End of School Year
Neatness (personal grooming)		
Courtesy		
Student's morals		
Completes class assignments		
Accepts constructive criticism		
Cooperates with teachers		
Gets along with other students		
Shows initiative in schoolwork		
Takes part in class discussions		
Uses books, supplies, and facilities carefully		

Code: 5 = Excellent — Very high quality, high level of achievement for individual student

4 = Very Good — High quality, good level of achievement for individual student

3 = Good — Satisfactory quality, satisfactory level of achievement for individual student

2 = Fair — Low quality, student not achieving at his or her level of capability

1 = Poor — Poor quality, student achieving far below level of capability

The WECEP Teacher-Coordinator completes this form; however, opinions of other teachers involved may be obtained.

84

TRAINER'S EVALUATION OF WECEP STUDENT

Trainee ______________________________ Date ______________

NOTE TO THE SUPERVISOR AT THE TRAINING STATION: Please evaluate the student on all items that apply to your particular business. Omit those that you feel do not apply. Put a check after each item in the column that indicates your evaluation of the student.

	Superior	Above Average	Average	Below Average	Poor
PERSONAL TRAITS:					
Appearance					
Courtesy					
Dependability					
Initiative (Keeping busy)					
Judgement					
Manners					
Patience					
Punctuality					
Self-Confidence					
PRODUCTION:					
Volume of work					
Quality of work					
Steadiness					
JOB TECHNIQUES: Ability to . . .					
Meet people					
Work harmoniously with others					
Use business telephone					
Follow instructions					
Handle supplies efficiently					
Accept responsibility					
Accept criticism					
Work independently					
Take care of tools and equipment					
Accept and follow safety instructions					
FUNDAMENTALS:					
Handwriting					
Spelling					
Arithmetic					
Sales ability (if applicable)					
SKILLS:					
Make change correctly					
Record keeping					
Filing					
Operate appliances					

OTHER COMMENTS: Please use this space (or back of sheet) for any additional comments which may be helpful in advising the trainee how his or her work may be improved.

____

____

____
Job Supervisor

EMPLOYER'S EVALUATION
OF WECEP STUDENT

Date

NAME OF STUDENT

NAME OF COMPANY

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE MAKING EVALUATION

	YES	NO
Calls in when absent		
Cooperates with supervisors and co-workers		
Completes assigned tasks		
Shows initiative		
Able to follow directions		

Employer's Comments:

86

STUDENT'S EVALUATION OF WECEP

Student's Name ______________________________ Date ____________

Directions: Think about this past year in WECEP. Read each item and answer each question truthfully.

The In-School Related Class:

1. How do you feel about the related class? It was: (Circle the best answer)

   Excellent Above Average Average Below Average Poor

2. Did you do many different things to get ideas about many different jobs? Yes No

3. In relation to other classes at school, the related class was:

   Far Better Better About the Same Worse Far Worse

4. How would you rate the teacher-coordinator?

   Excellent Above Average Average Below Average Poor

Training Stations:

5. How helpful was the time you spent at the training station?

   Excellent Above Average Average Below Average Of No Value

6. Was the teacher-coordinator willing to help you meet the demands of the employer?

   Always Usually Never

7. How many different jobs were you allowed to do at the training station? ______________

8. How many times did the teacher-coordinator visit you at the training station? ______________

9. Should the teacher-coordinator have visited you more, less, or just the same amount of times? ________

10. Should other students be trained at your work station? Yes No Why? ______________

____

Vocational Youth Clubs:

11. How helpful were the youth club activities?

    Very Helpful Average Poor Did Not Have Any

Year-End Activity:

12. How worthwhile did you think the year-end activity was?

    Very Worthwhile Average A Waste of Time I Did Not Go

13. What three parts of WECEP have you liked best?
    a.
    b.
    c.

14. If you could change anything about WECEP, what things would you change? (Please list)

Certificate of Appreciation

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

Awarded To

____

for cooperating as a training station
in the above Program, 19_____-19_____

Student	Superintendent
Teacher-Coordinator	Principal

APPLICATION FOR EMPLOYMENT

An Equal Opportunity Employer M/F

The Age Discrimination in Employment Act. of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

Date ____________

Print name in full
1. Last Name First Name Middle Name 2. Maiden Name

3. Social Security No.

4. Home Phone

5. Address (Number and Street) City State Zip Code

6. Last Previous Address How Long there

7. Date of Birth (Mo.) (Day) (Year)

8. Male ☐ Female ☐

9. Height Ft. In.

10. Weight

11.

12.

16. In case of Emergency notify

Name ____________

Phone No. ____________

Relationship ____________

Address (Number-Street) ____________

City State

13. Are you a citizen of the United States? ☐ Yes ☐ No

If not, are you legally entitled to reside in the United States? ☐ Yes ☐ No

14. Dependents
Wife ☐
Husband ☐
Mother ☐
Father ☐
Others ☐

Number of Children ____________

Withholding Exemptions Claimed ____________

15. If married for whom does your spouse work

Name ____________

Address (Number-Street) City State ____________

Department Position

17. Educational Record

Date [illegible]d	Date Left		Name of School	Location Street	City	State	Years Completed	Did you graduate? Yes	No
		High							
		College							
		Correspondence							
		Business or Trade							

Scholastic Standing in High School in College

18. Relatives Employed by Sirloin Stockade, Inc.

Name	Relationship	Location

19. Have you ever been convicted of a felony?
Yes ☐ No ☐
In what city ____________
When ____________ Offense ____________
Disposition ____________

20. Character References (People who know you well — Not Relatives)

Name	Address	Phone

21. Have you ever been bonded by a Surety Company? Yes ☐ No ☐

22. Have you ever been refused a bond? Yes ☐ No ☐
If yes, explain why ____________

23. [illegible] what type of work are you applying? ____________ Full time ____________ Part time ____________

2[illegible] [illegible] much experience in this work? ____________ Full time ____________ Part time ____________

2[illegible] What other skills have you? ____________

26. Approximate salary expected ____________ Employed at present ☐ Yes ☐ No
Full time ____________ Part time ____________

27. How long since last employment? ____________ Are you willing to move? ____________

Form 158

85 [illegible] 90

28. Previous Employment – Enter last job first – Account for all time during last ten years, whether employed or not.

From	To	Name and Address of Employer	City-State	Duties	Rate of Pay	Why did you leave?

29. Physical Reference

Have you ever had		Yes	No	Have you any defects in		Yes	No
	Back Trouble	☐	☐		Hearing	☐	☐
	Heart Trouble	☐	☐		Limbs	☐	☐
	Nervous Condition	☐	☐		Vision	☐	☐
	Hernia	☐	☐		Speech	☐	☐
	Slipped Disk	☐	☐				

Have you ever filed for or collected Disability or Workmen's Compensation Insurance?__________ If yes, when?__________

Anytime lost in last year due to illness or injury?__________ How much?__________

Have you had a major illness in past five years?__________ If yes, describe __________

Name and address of Personal Physician?__________

I hereby authorize Sirloin Stockade to make whatever inquiries that are necessary to verify any of the above facts.

I understand that any false statements, misrepresentations, or omissions of facts, on this application are cause for refusal of employment or termination of employment if discovered after employment.

SIGNATURE __________

Since employment needs change, it is suggested that you reapply after 60 days in the event the submission of this application does not result in employment.

APPLICANT: DO NOT WRITE BELOW THIS LINE

FOR STORE MANAGER OR DEPARTMENT HEAD'S USE ONLY

EMPLOYMENT RECORD

STORE NO. __________ EFFECTIVE DATE __________

STARTING RATE __________ POSITION __________

Part Time

Full Time

Temporary

REMARKS: __________

Has Surety Bond been completed? __________

Neatness __________ Personality __________

Character __________ Ability __________

Interviewer's Impression __________ SIGNATURE __________

APPLICATION FOR EMPLOYMENT

ERSONAL INFORMATION

DATE SOCIAL SECURITY NUMBER

NAME (LAST) (FIRST) (MIDDLE) AGE SEX

PRESENT ADDRESS (STREET) (CITY) (STATE)

PERMANENT ADDRESS (STREET) (CITY) (STATE)

PHONE NO. OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

LAST

FIRST

MIDDLE

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

ER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

. S. MILITARY OR VAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.)

(CONTINUED ON OTHER SIDE)

92

87

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES; GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

88 93

APPLICATION
For EMPLOYMENT

AN EQUAL OPPORTUNITY EMPLOYER "M/F"

Last Name (PLEASE PRINT) ______ First ______ Middle ______ Date of Application ______

Present Address ______ STREET CITY STATE ZIP CODE Telephone Number ______

Are you under 18 years of age? ☐ YES ☐ NO Social Security Number ______

JOB INTEREST AND AVAILABILITY

FOR WHAT POSITION ARE YOU APPLYING? ______ WHEN COULD YOU REPORT? ______	FULL-TIME ☐ PART-TIME ☐ ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO	NOTE: IF APPLYING FOR A PART TIME POSITION FILL OUT THE AVAILABLE HOURS SECTION ON THE REVERSE SIDE OF THIS APPLICATION

EDUCATION — HIGH SCHOOL

HIGH SCHOOL NAME	CITY	STATE
CIRCLE LAST YEAR COMPLETED 9 10 11 12 YEAR OF GRADUATION	GRADE AVERAGE	IF NOT GRADUATED STATE REASON FOR LEAVING

— COLLEGE

NAME OF UNDERGRADUATE SCHOOL			CITY		STATE	
MAJOR	MINOR	DEGREE	DATE STARTED DATE FINISHED	DID YOU GRADUATE? ☐ YES ☐ NO	NUMBER OF COLLEGE CREDITS	CUMULATIVE POINT AVERAGE ____ ON SCALE OF ____ PTS
NAME OF GRADUATE SCHOOL			CITY		STATE	
MAJOR	MINOR	DEGREE	DATE STARTED DATE FINISHED	DID YOU GRADUATE? ☐ YES ☐ NO	NUMBER OF COLLEGE CREDITS	CUMULATIVE POINT AVERAGE ____ ON SCALE OF ____ PTS

— SPECIAL COURSES (Business, Correspondence, Trade Schools)

NAME OF SCHOOL	ADDRESS	COURSE TAKEN	COURSE COMPLETED ☐ YES ☐ NO	YEARS COMPLETED
NAME OF SCHOOL	ADDRESS	COURSE TAKEN	COURSE COMPLETED ☐ YES ☐ NO	YEARS COMPLETED
NAME OF SCHOOL	ADDRESS	COURSE TAKEN	COURSE COMPLETED ☐ YES ☐ NO.	YEARS COMPLETED

TRAINING AND SKILLS

INDICATE TRAINING EXPERIENCES AND SKILLS THAT YOU HAVE	MONTHS	YRS		MONTHS	YRS

WHAT STUDENT ACTIVITIES ARE OR WERE YOU ENGAGED IN HIGH SCHOOL AND COLLEGE?	LIST YOUR HOBBIES AND RECREATIONAL INTERESTS

MILITARY INFORMATION

HAVE YOU EVER SERVED IN THE ARMED FORCES? ☐ YES ☐ NO	WHAT BRANCH?	WHAT WERE YOUR PRIMARY DUTIES?
INDUCTION DATE	SEPARATION DATE	RANK OR GRADE AT TIME OF SEPARATION
ACTIVE RESERVE MEMBER? ☐ YES ☐ NO	WHAT BRANCH?	

MISCELLANEOUS INFORMATION

HAVE YOU BEEN CONVICTED (FOUND GUILTY) OF A CRIME EXCEPT FOR MISDEMEANOR (I.E., TRAFFIC VIOLATIONS, SPEEDING, ETC.) IN THE PAST 5 YEARS? ☐ YES ☐ NO GIVE DETAILS TO THE RIGHT ►	

HAVE YOU EVER BEEN EMPLOYED BY ANY JEWEL COMPANY? ☐ YES ☐ NO	IF YES, GIVE THE COMPANY NAME ______ AND LOCATION ______	GIVE THE DATES OF EMPLOYMENT FROM ______ TO ______	WERE YOU EVER A MEMBER OF A JEWEL PROFIT SHARING PLAN? ☐ YES ☐ NO

WHAT IS THE GENERAL CONDITION OF YOUR HEALTH?	HAVE YOU RECEIVED COMPENSATION FOR AN INDUSTRIAL INJURY? ☐ YES ☐ NO
ARE YOU WILLING TO TAKE A PHYSICAL EXAM? ☐ YES ☐ NO	GIVE NAMES OF RELATIVES WHO WORK FOR THIS COMPANY

DRIVING EXPERIENCE (Answer only if seeking employment as a driver)

DRIVER'S OR CHAUFFEUR'S LICENSE NUMBER ______

HAS YOUR LICENSE BEEN REVOKED OR SUSPENDED? ☐ YES ☐ NO

HAVE YOU HAD ANY ACCIDENTS RESULTING IN SERIOUS INJURY AND/OR PROPERTY DAMAGE? DESCRIBE —

PLEASE FILL OUT YOUR WORK HISTORY ON THE OTHER SIDE OF THIS APPLICATION. YOU MAY INCLUDE PART TIME JOBS IF APPROPRIATE

OFFICE USE ONLY

Date to Start ______
Location ______
Department ______
Job Classification ______
Full-time ______ Part-time ______
Rate: Hourly ______ Weekly ______
Hired By ______

INTERVIEWER'S REMARKS

PAYROLL DEPT USE CONTINUOUS SERVICE DATE ______

PREVIOUS EMPLOYMENT (Begin with the most recent and list last four)

COMPANY NAME
STREET CITY TELEPHONE NO
KIND OF WORK DONE
SUPERVISOR'S NAME
TITLE
WHY DID YOU LEAVE?
WHAT DID YOU LIKE BEST ABOUT YOUR JOB?
WHAT DID YOU LIKE LEAST ABOUT YOUR JOB?
DATE STARTED Mo./Day/Year
BEGINNING RATE OF PAY $ Per
DATE LEFT Mo./Day/Year
FINAL PAY Rate $ Per

TO BE COMPLETED BY PERSONNEL DEPARTMENT

ARE DATES CORRECT? ☐ YES ☐ NO ANY ABSENTEEISM PROBLEMS?
IS RATE OF PAY CORRECT? ☐ YES ☐ NO
HOW WAS HIS/HER PERFORMANCE?
WHAT WERE HIS/HER DUTIES?
WHY DID HE/SHE LEAVE?
WOULD YOU RE-EMPLOY? ☐ YES ☐ NO IF NOT WHY?
CONTACT
TITLE
CHECKED BY
DATE

COMPANY NAME
STREET CITY TELEPHONE NO
KIND OF WORK DONE
SUPERVISOR'S NAME
TITLE
WHY DID YOU LEAVE?
WHAT DID YOU LIKE BEST ABOUT YOUR JOB?
WHAT DID YOU LIKE LEAST ABOUT YOUR JOB?
DATE STARTED Mo./Day/Year
BEGINNING RATE OF PAY $ Per
DATE LEFT Mo./Day/Year
FINAL PAY Rate $ Per

ARE DATES CORRECT? ☐ YES ☐ NO ANY ABSENTEEISM PROBLEMS?
IS RATE OF PAY CORRECT? ☐ YES ☐ NO
HOW WAS HIS/HER PERFORMANCE?
WHAT WERE HIS/HER DUTIES?
WHY DID HE/SHE LEAVE?
WOULD YOU RE-EMPLOY? ☐ YES ☐ NO IF NOT WHY?
CONTACT
TITLE
CHECKED BY
DATE

COMPANY NAME
STREET CITY TELEPHONE NO
KIND OF WORK DONE
SUPERVISOR'S NAME
TITLE
WHY DID YOU LEAVE?
WHAT DID YOU LIKE BEST ABOUT YOUR JOB?
WHAT DID YOU LIKE LEAST ABOUT YOUR JOB?
DATE STARTED Mo./Day/Year
BEGINNING RATE OF PAY $ Per
DATE LEFT Mo./Day/Year
FINAL PAY Rate $ Per

ARE DATES CORRECT? ☐ YES ☐ NO ANY ABSENTEEISM PROBLEMS?
IS RATE OF PAY CORRECT? ☐ YES ☐ NO
HOW WAS HIS/HER PERFORMANCE?
WHAT WERE HIS/HER DUTIES?
WHY DID HE/SHE LEAVE?
WOULD YOU RE-EMPLOY? ☐ YES ☐ NO IF NOT WHY?
CONTACT
TITLE
CHECKED BY
DATE

COMPANY NAME
STREET CITY TELEPHONE NO
KIND OF WORK DONE
SUPERVISOR'S NAME
TITLE
WHY DID YOU LEAVE?
WHAT DID YOU LIKE BEST ABOUT YOUR JOB?
WHAT DID YOU LIKE LEAST ABOUT YOUR JOB?
DATE STARTED Mo./Day/Year
BEGINNING RATE OF PAY $ Per
DATE LEFT Mo./Day/Year
FINAL PAY Rate $ Per

ARE DATES CORRECT? ☐ YES ☐ NO ANY ABSENTEEISM PROBLEMS?
IS RATE OF PAY CORRECT? ☐ YES ☐ NO
HOW WAS HIS/HER PERFORMANCE?
WHAT WERE HIS/HER DUTIES?
WHY DID HE/SHE LEAVE?
WOULD YOU RE-EMPLOY? ☐ YES ☐ NO IF NOT WHY?
CONTACT
TITLE
CHECKED BY
DATE

(TO BE COMPLETED BY PART-TIME APPLICANTS ONLY)

Fill in hours AVAILABLE for work - not just preference (Indicate A.M. or P.M.)

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FROM-TO	—	—	—	—	—	—	—
SCHOOL HOURS OR OTHER JOB	—	—	—	—	—	—	—

Total number of hours you would like to work each week minimum: ______ maximum: ______

APPLICANT: Please Read and Attest to the following Statement:

I certify that the information I have given on this application is true and complete and understand that any false information given, or the omission of any pertinent information, including that given at the time of my physical examination, may be considered as sufficient reason for my discharge if I am hired. I hereby waive and release to any of the Jewel Companies any privilege which I may now have with respect to medical information disclosed by examination, by investigation of, or communication to physicians employed by any of the Jewel Companies.

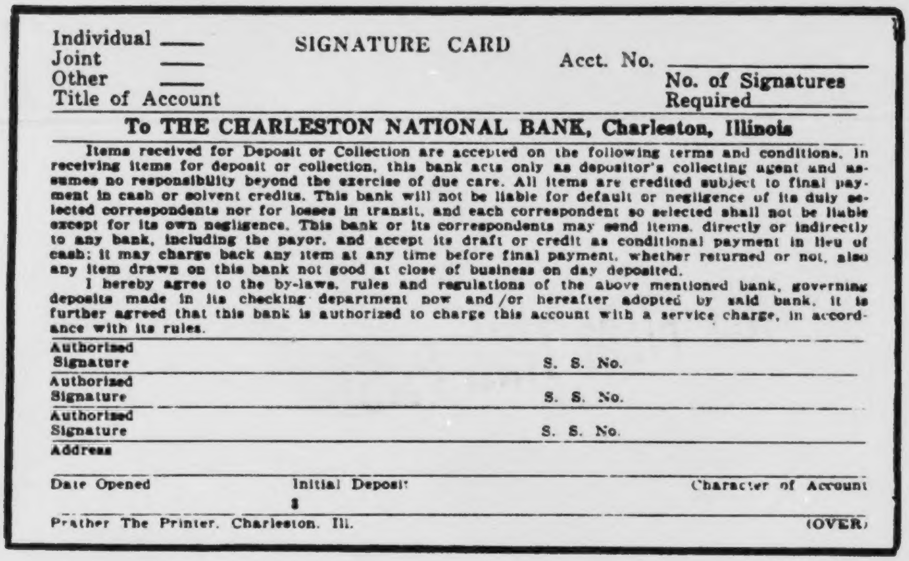
I hereby authorize any of the Jewel Companies to investigate my record with my former employers, personal references and creditors and to obtain a consumer report as defined under Section 603(d) of the Fair Credit Reporting Act; also I release the Company and all informants from all liability whatsoever resulting from such an investigation. I understand that should employment be denied on the basis of information contained in a consumer report obtained from a consumer reporting agency, the Company will supply the name and address of the consumer reporting agency making the consumer report.

______
APPLICANT'S SIGNATURE

We appreciate your interest and the time you have taken to complete this application.

E 475 8/70

APPLICATION FOR SAVINGS ACCOUNT



Individual ____
Joint ____
Other ____
Title of Account

SIGNATURE CARD

Acct. No. ________________
No. of Signatures
Required____________

To THE CHARLESTON NATIONAL BANK, Charleston, Illinois

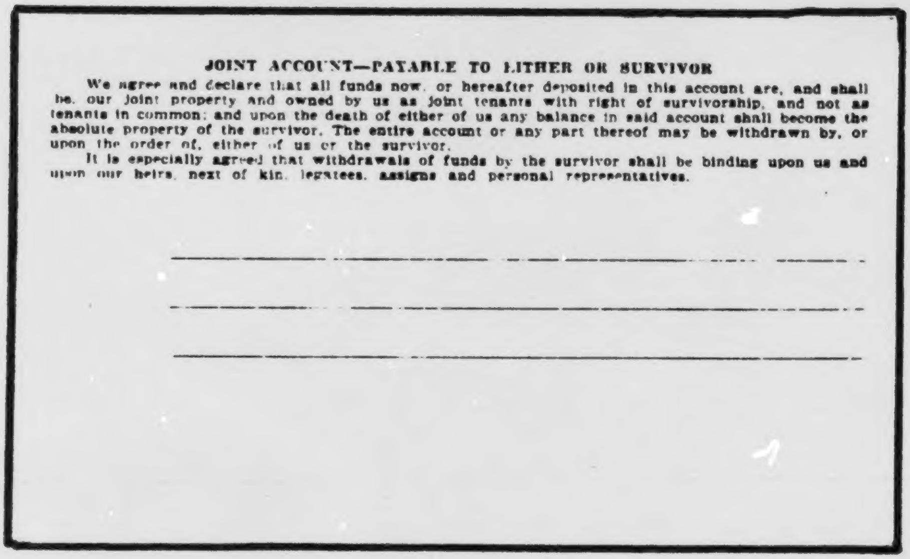
Items received for Deposit or Collection are accepted on the following terms and conditions. In receiving items for deposit or collection, this bank acts only as depositor's collecting agent and assumes no responsibility beyond the exercise of due care. All items are credited subject to final payment in cash or solvent credits. This bank will not be liable for default or negligence of its duly selected correspondents nor for losses in transit, and each correspondent so selected shall not be liable except for its own negligence. This bank or its correspondents may send items, directly or indirectly to any bank, including the payor, and accept its draft or credit as conditional payment in lieu of cash; it may charge back any item at any time before final payment, whether returned or not, also any item drawn on this bank not good at close of business on day deposited.

I hereby agree to the by-laws, rules and regulations of the above mentioned bank, governing deposits made in its checking department now and/or hereafter adopted by said bank. It is further agreed that this bank is authorized to charge this account with a service charge, in accordance with its rules.

Authorized Signature S. S. No.
Authorized Signature S. S. No.
Authorized Signature S. S. No.
Address

Date Opened Initial Deposit $ Character of Account

Prather The Printer, Charleston, Ill. (OVER)



JOINT ACCOUNT—PAYABLE TO EITHER OR SURVIVOR

We agree and declare that all funds now, or hereafter deposited in this account are, and shall be, our joint property and owned by us as joint tenants with right of survivorship, and not as tenants in common; and upon the death of either of us any balance in said account shall become the absolute property of the survivor. The entire account or any part thereof may be withdrawn by, or upon the order of, either of us or the survivor.

It is especially agreed that withdrawals of funds by the survivor shall be binding upon us and upon our heirs, next of kin, legatees, assigns and personal representatives.

____
____
____

CHAPTER III

WORK EXPERIENCE (TRAINING STATIONS)

Overview

Training stations must be selected by the teacher-coordinator with extreme care. Students' interests, abilities, and goals should be considered, of course, but primarily the WECEP program attempts to deal with changing attitudes and increasing motivation. The task, for the teacher-coordinator, then, is to secure a job for each student which becomes exploratory in nature rather than a life-long career.

Effective learning situations at the training stations are ones where students will discover:

1. What the real working world is like.
2. The relationship school subjects have to jobs and living.
3. Personal characteristics needed to get along effectively with others.
4. Some possible job choices, and the skills needed for maintaining those jobs.

If the training stations provide the students with experiences which will be beneficial in the ways mentioned above, the time, money, and effort expended by the teacher-coordinator, as well as the employers, will not have been wasted.

Locating Training Stations

The most difficult and time-consuming task a teacher-coordinator may have is locating an adequate number of work sites so that each student will have a productive learning situation. The task is frustrating and becomes very similar to the job of the salesperson trying to sell a product to a selective clientele.

Perhaps the most valuable tool for a teacher-coordinator to cultivate is that of effective communication. When the student, the employer, and the teacher-coordinator all understand what the common goal is, and are aware as to what each is expected to achieve, an effective program will result.

A number of suggestions have been given to provide a beginning point for the new teacher-coordinator, and additional sources for the experienced one:

1. Have printed your own personal cards. Check with the school's graphic arts department as to their services.
2. Design and have printed a brochure explaining the WECEP program. Distribute your card and this brochure at every opportunity. On the brochure list names of businesses who have hired WECEP students in the past.
3. Go through the yellow pages of the telephone directory and list all the possible job sites in your area. Check such categories as:
    - Grocers—Retail
    - Homes—Institutional
    - Homes—Aged
    - Homes—Rest
    - Nursing Facilities
    - Florists
    - Plants
    - Restaurants

97

This process should provide the teacher-coordinator with a list of several potential WECEP training stations for jobs such as:

Counter Helpers
Custodial Workers
Greenhouse Caretakers
Kitchen Helpers
Nurse Aides
Stock Persons
Grocery Carry-outs
Food Servers

4. Notify the Chamber of Commerce that you have a WECEP program; ask them for suggestions of possible employers who would have jobs suitable for WECEP students. Get notices into their media if they will accept them.
5. Check **all** fast food restaurants. Avoid pizza places since many of them sell beer.
6. Use the newspaper, television, radio and brochures to explain the program and request businesses to volunteer as training station sites.
7. Ask others (teachers, counselors, social workers, etc.) to keep alert for job sites.
8. Join forces with other existing programs (CWT, DO, OO, HERO, etc.). Some sites are not legal for 14- and 15-year-olds, while they may be allowable for a 16-year-old CWT student or other cooperative education program student.
9. Be careful not to rob training stations from other cooperative education programs.
10. Check the newspaper for "Help Wanted" ads.
11. Ask students to be watching for job opportunities.
12. Check with state and private employment agencies for possible job sources; however, local policies may vary as to age limits of agency users.
13. The school district has a number of places where students may be placed. Discuss with the administration such job possibilities as janitorial assistants, clerk aides, secretary aides, Head Start aides, etc.
14. Join forces with out-of-school agencies, such as CETA.
15. With other coordinators in the school, decide upon a system for handling "requests for employees" when calls are made by the employer directly to the school office.
16. Check the reputation of the employer with people in the community to be certain that a prospective training station will be a suitable learning experience.
17. Determine if the attitude of the job supervisor will be conducive to an effective learning experience for the WECEP student.
18. Be certain that the training site will meet all the State and Federal labor laws.

Securing Training Stations

After a possible site has been located and the teacher-coordinator is certain that the training site meets the standards set up by the law and by the school, the teacher-coordinator then goes about securing the site as a training station:

1. Get the name of the personnel manager and make an appointment to talk with him or her, or drop by when you are in the area. Do not solicit training stations by phone.
2. Make use of a business card to introduce yourself; you look more official.

3. Explain the goals and purposes of WECEP in a clear and convincing manner.
4. Truthfully describe for the employer the type of student that is involved with the WECEP program.
5. Discuss the positive aspects of WECEP and emphasize that these students are often better workers than are average students.
6. Appeal to the employer's civic and community pride to be a part of a program which teaches basic principles of the working world.
7. Assure the restaurant employer that the student has a flexible schedule and can be at work before noon which will be of help during noon-hour rushes.
8. Assure the employer that you will work closely with him or her at all times.
9. Let the employer know the arrangement for transporting the student from school to the job site (taxi, bus, etc.).
10. Take letters, brochures, literature to leave with the employer which spells out legal information. You will issue the work certificate and do much of the paper work at your office.
11. Show the employer statistics which indicates how WECEP has helped previous students (higher grades, better school attendance, less truancy, fewer discipline problems, etc.).
12. Indicate to the employer other similar type businesses who are involved with WECEP. The "domino effect" often encourages others to fall in line.
13. Employers should be made to see that WECEP students have flexible schedules and can be used more easily than regular students because of their availability.
14. Ask the employer to participate in the interview process. This gives the student experience with interviewing and allows the employer to choose the person he or she perceives as being the most suitable employee.
15. Assure the employer that you will bring him or her the best of the available students.
16. After practicing correct interview procedures, the teacher-coordinator should go with the students to the businesses.
17. The teacher-coordinator must listen carefully to what the employer has to say and be interested in the business. Ask for a tour so that you will be well-informed and understand his or her concern for the welfare of the business.
18. A possibility exists that a student's parent or guardian may wish to act as an employer and become a training station. Proof of payment of wages must be insisted upon. Other difficulties may arise. Shy away from such arrangements but do not rule them out entirely.
19. Even if students are not placed at a job site, it is good public relations to stop by the business later to show continued interest.
20. Be very mindful of the importance of the business, but, at the same time, the primary concern is for the student.
21. Thank the employer from time to time and let him or her know that you appreciate the contribution being made to WECEP.

Matching Students with Training Stations

Training stations must be a true extension of the school's instructional program if it is to be called a cooperative education program. Harmonious relationships must exist between the two. If a spirit of learning is to be the fundamental objective, training stations must be chosen with extreme care. Not just any training station will do. Students' needs, interests and aspirations are the most important considerations. Occupational criteria to be considered when placing a student at a training station should be considered by asking these questions:

1. Will the job be compatible with the student's interests?
2. Will the job be challenging but not beyond the student's capabilities?

3. Will sufficient learning take place to be worthy of the time and effort expended in learning the job?
4. Is there evidence that promotion and advancement are possibilities for the learner?
5. Is the reputation of employer in the community respectable?
6. Will desirable work practices and standards be learned?
7. Is the wage scale comparable to other similar jobs in the community?
8. Does the business exhibit favorable relationships with labor groups, other employers, customers and clients?
9. Are the working conditions and the employer's concern for employees favorable?
10. Does the business exhibit a good credit record and financial stability?
11. Does the business support community activities?
12. Is the working environment of good moral standing?

A "no" answer to any one of the above questions should cause a teacher-coordinator to become very skeptical of the training station and indicates that a closer look be taken.

Working conditions, too, are very important to the success of the student's learning experience. Some working conditions to consider when selecting suitable training stations are:

1. Convenient location from the student's home and the school.
2. Healthful and safe surroundings.
3. Working hours which also allow for sufficient study time, free-time, and rest.
4. Adequate working facilities and equipment in order to do the job efficiently and effectively.
5. Complies with local, State, and Federal labor regulations regarding wages, hours, working conditions, insurance, and hazardous occupations.

Maintaining Training Stations

Once an employer has agreed to take a student as a worker, a number of added responsibilities and conditions must be dealt with by the teacher-coordinator. If a work situation does not work out, it may be because the student or the employer has not been fully aware of his or her responsibilities. A number or reminders are included here to assist the teacher-coordinator:

1. Keep in close contact with training station supervisors throughout the year. Be available to them whenever a problem arises. Make sure they have your telephone number.
2. Even if you are not paid in the summer for coordinating, stop in to see employers.
3. Try to keep a few successful WECEP students employed after they are out of WECEP; a successful student who continues to work productively even though not under control of the WECEP program will be an effective example to use for other employers.
4. Continue to give publicity to businesses who are training stations.
5. Better feelings may develop if you drop in to make a social visit or to use the services of the business while the student is working.
6. Keep a log of each student's activities including: classroom behavior, interviews, disciplinary problems, contact with parents and employers, etc.
7. Take the entire class to each training station for a short field trip. Have the employer talk about the business.

8. Discuss with the employer the personal life of a student, and the problems he or she is having. Make the employer feel important in helping the student overcome his or her problems.
9. It is important to keep in close contact with the job supervisor, but be certain you also communicate with the owner of the business, if that is a different person.
10. Talk with the student about the training station from time to time throughout the year and make evaluation judgements as to the effectiveness of the training station.
11. Have students maintain a record of all earnings. (See form on page 79).
12. Prepare a banquet or tea to recognize employers and supervisors of training stations. (See Year-End Activity Plan on page 20).
13. Give certificates or plaques to employers who participate in WECEP. (Suggested certificate on page 84).
14. Let job supervisors know in advance when school will be out for holidays, vacations, etc. Even a one-day vacation from school can mean more hours for the student if the employer is notified before the schedule is made out. Act as a liaison to make sure business is not hurt by vacationing students leaving without proper notification.

Evaluating Training Stations

Once a student has been placed in a training situation, continual evaluation must take place. Although it is desirable that a student remain at one work station for a period of time, if the welfare of the student is at stake, action must be taken to remove the student and to make placement at a different training station. Consider, too, the following ideas when evaluating the training stations:

1. Do the employer and the employees help the student, and are they concerned with this student's special needs?
2. Are the fourteen- and fifteen-year-olds accepted at the training station as equals with other employees?
3. Does the employer recognize that these workers are fourteen- and fifteen-year-olds and are students at the same time, and that they do need some time to spend with their families?
4. After reviewing the Training Memorandum (sample Training Memorandum form on page 51), ask: "Was the student allowed to have experiences that the coordinator/employer set up before the job began?"
5. Has the work site provided the student with experiences for helping him or her for work experiences in the future?
6. Has there been a flexibility of work hours to fit in with the student's schedule?
7. Is the job located where transportation is not a problem?
8. Is the employer willing to promote? Raise wages? Give more responsibility?
9. Will the employer call the teacher-coordinator if trouble or problems arise?
10. Does the employer encourage the teacher-coordinator to visit the training station?
11. Is the employer willing to keep students working in summer and during vacations?
12. Has the training station furnished work environments which are conducive to good health, to safety, and to the development of job satisfaction in students?
13. Students should be allowed to evaluate training stations also. (See instrument on page 83).
14. One evaluation form for the employer to use in evaluating the student, and one for the training station supervisor are found on pages 82 and 81.

Conclusions

Problems with work stations arise when the employer and the training station supervisor do not fully understand the purposes of WECEP. If students become frustrated or bored with their training station experiences, it may be because the standard of work required of them is either too difficult or too simple. Training supervisors may demand excessive production without giving ample instructions or fail to give adequate time for the development of skills. Supervisors must be encouraged to have patience and be understanding of students and give encouragement despite mistakes. Directions must be given precisely and often several times before the student will fully understand.

Training plans must be clearly written and completely understood by student, employers, supervisor, and teacher-coordinator. Students need to be rotated from job to job within the training site to insure maximum learning opportunities. The teacher-coordinator must be continually aware of what is happening at the job site and step in to instigate a new plan whenever it is deemed necessary. The training station must provide the student with a worthwhile learning situation.

CHAPTER IV
CAREER EXPLORATION (RELATED CLASS)

The in-school related class provides a time for teacher-coordinators to expose students to ideas which they are not apt to meet anywhere else in the educational process. Discovering attitudes about themselves and work, and gaining job-getting and job-keeping skills are foremost in the program plan as students explore numerous career areas.

Suggested Uses of the Lesson Materials

Included in this Guide are a number of different subjects which provide springboards for the teacher-coordinator's use. Many other topics by necessity will require teacher-coordinators to develop lessons around them. Activities suggested within this Guide are provided as starting points and are to be added to and adapted to meet the needs of individuals in each WECEP class.

Since some students may be in the same WECEP class for two years, (first when they are fourteen, and again when they are fifteen), the Guide has been developed to cover a two-year span. Teachers are to pick and choose activities, use them, and mark the date (month and year) they were used on the "Teacher-Coordinator's Record of Completed Activities," which will be found on pages 101-104. This record keeping will help prevent teacher-coordinators from using the same activity or the same worksheet two years in a row.

A "Student Record of Completed Activities," on pages 105-106 is provided for students to use to mark an activity when it has been completed. These record sheets should be kept in the students' folders and should be referred to when determining if the class members have participated in a certain activity.

A "Key" will be found on pages 381-388 for those worksheets which have right and wrong answers. If no answers are given in the Key, there are no absolute answers, but, instead, have discussion-type responses.

Teacher-coordinators will want to use various types of other materials and media. Films, filmstrips, and printed resources (other than a few very specific ones) were not included with the lessons since very often they are not available to all teacher-coordinators. The use of visual aids of all kinds is encouraged and concentrated effort should be made to obtain appropriate ones. A list of suggested resources available through the East Central Curriculum Management Center has been compiled for use by teacher-coordinators and is located in Chapter V. These materials are available on loan and can be returned through the mail using "Library Rate" for postage. Many companies have films and materials which are available for the school's use just by asking for them.

Since WECEP's purpose is to motivate students, the related class must become something "different" from the regular classroom. Activities are to be devoted more to oral language since many students are not able to read material written at their grade level. The concept of the class is to be exploratory in nature with "doing" activities to be foremost. A positive atmosphere must pervade the classroom setting.

Students in WECEP are there because they have special needs and are not able to manage the regular classroom situation; their unique needs must be handled with special planning and individualized activities which will "turn on" the "TURNED OFF." The task is monumental. In order to provide the teacher-coordinator with a base on which to begin, the following lesson ideas have been developed for the teacher-coordinators' use and are to be adapted in whatever way they will best serve their needs and the needs of the students.

Today is short.
Yesterday has gone.
Tomorrow may never come.
If you have anything to do,
Get busy!

(Duplicate this page; do not write on the original).

TEACHER-COORDINATOR'S RECORD OF COMPLETED ACTIVITIES

DIRECTIONS: These fifty-eight lessons have been developed for use over a two-year period. No more than one WORKSHEET (WS) from each lesson is to be used in one year. Please duplicate these record sheets and keep in a convenient place. After an activity or a worksheet has been used, mark the date of use (month and year) in the corresponding box. Refer to the record to make sure that you do not use the same activity two years in a row.

Lesson Number	Name of Lesson	Page No	Activities									
			1	2	3	4	5	6	7	8	9	10
1	People Have Different Lifestyles					(WS)	(WS)					
2	Why Work Anyway?					(WS)	(WS)					
3	Job Sources							(WS)		(WS)		
4	Filling Out Forms				(WS)	(WS)						
5	The Job Interview								(WS)		(WS)	
6	Employer Expectations		(WS)					(WS)				
7	Occupational Safety								(WS)	(WS)		
8	Following Directions		(WS)						(WS)			
9	Jobs Are No Longer Male or Female							(WS)	(WS)			
10	Who Am I?			(WS)		(WS)						
11	Interests, Abilities, And Goals					(WS)	(WS)					
12	Getting Along With People					(WS)		(WS)				
13	School Subjects and Jobs				(WS)	(WS)						
14	My Writing Skills						(WS)					(WS)
15	My Listening Skills					(WS)				(WS)		
16	My Number Skills										(WS)	(WS)
17	My Reading Skills									(WS)	(WS)	
18	How Am I As A Student?						(WS)		(WS)			

TEACHER-COORDINATOR'S RECORD OF COMPLETED ACTIVITIES

(Duplicate this page; do not write on the original).

Lesson Number	Name of Lesson	Page No	Activities 1	2	3	4	5	6	7	8	9	10
19	Citizenship, Law, and Youth					(WS)	(WS)					
20	Coping With Frustrations			(WS)					(WS)			
21	Convincing Others of My Worth		(WS)							(WS)		
22	How to Investigate Careers				(WS)				(WS)			
23	Pitfalls in Career Planning				(WS)					(WS)		
24	Training and Education Requirements				(WS)	(WS)						
25	Career Opportunities Available in the Local Community									(WS)	(WS)	
26	Career Occupations Not Found in the Local Community							(WS)	(WS)			
27	Value of Part-Time Jobs					(WS)	(WS)					
28	A Job in the Armed Forces		(WS)			(WS)						
29	The Factory Worker									(WS)	(WS)	
30	Labor Unions			(WS)	(WS)							
31	Overview: Agricultural Occupations										(WS)	(WS)
32	Farmer									(WS)	(WS)	
33	Ornamental Horticulture								(WS)	(WS)		
34	Renewable Natural Resources Occupations									(WS)	(WS)	
35	Animal Care Occupations		(WS)				(WS)					
36	Overview: Business, Marketing, and Management				(WS)	(WS)						
37	Supermarket Workers			(WS)				(WS)				
38	Department Store Workers		(WS)				(WS)					

(Duplicate this page; do not write on the original).

TEACHER-COORDINATOR'S RECORD OF COMPLETED ACTIVITIES

Lesson Number	Name of Lesson	Page No	Activities									
			1	2	3	4	5	6	7	8	9	10
39	Office Workers							(WS)				(WS)
40	Jobs at Financial Institutions					(WS)	(WS)					
41	Overview: Health Occupations		(WS)					(WS)				
42	Dental Occupations						(WS)	(WS)				
43	Hospital Workers					(WS)	(WS)					
44	Nursing Home Workers			(WS)	(WS)							
45	Doctor's Office Workers			(WS)			(WS)					
46	Overview: Home Economics Occupations			(WS)	(WS)							
47	Child Care Occupations									(WS)	(WS)	
48	Hotel, Motel, and Resort Occupations							(WS)	(WS)			
49	Food Service Occupations						(WS)	(WS)				
50	Clothing Occupations								(WS)	(WS)		
51	Overview: Industrial Oriented Occupations		(WS)				(WS)					
52	Garage and Service Station Occupations					(WS)			(WS)			
53	Foundry Occupations						(WS)			(WS)		
54	Building Trades Occupations									(WS)	(WS)	
55	Custodian and Maintenance Occupations							(WS)	(WS)			
56	Barbering/Cosmetology Occupations								(WS)	(WS)		
57	Driving Occupations									(WS)	(WS)	
58	Community Service Occupations		(WS)	(WS)								

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STUDENT'S RECORD OF COMPLETED ACTIVITIES

Name ______________________________

Lesson 1	1	2	3	4	5
	6	7	8	9	10
Lesson 2	1	2	3	4	5
	6	7	8	9	10
Lesson 3	1	2	3	4	5
	6	7	8	9	10
Lesson 4	1	2	3	4	5
	6	7	8	9	10
Lesson 5	1	2	3	4	5
	6	7	8	9	10
Lesson 6	1	2	3	4	5
	6	7	8	9	10
Lesson 7	1	2	3	4	5
	6	7	8	9	10
Lesson 8	1	2	3	4	5
	6	7	8	9	10
Lesson 9	1	2	3	4	5
	6	7	8	9	10
Lesson 10	1	2	3	4	5
	6	7	8	9	10
Lesson 11	1	2	3	4	5
	6	7	8	9	10
Lesson 12	1	2	3	4	5
	6	7	8	9	10
Lesson 13	1	2	3	4	5
	6	7	8	9	10
Lesson 14	1	2	3	4	5
	6	7	8	9	10
Lesson 15	1	2	3	4	5
	6	7	8	9	10

Lesson 16	1	2	3	4	5
	6	7	8	9	10
Lesson 17	1	2	3	4	5
	6	7	8	9	10
Lesson 18	1	2	3	4	5
	6	7	8	9	10
Lesson 19	1	2	3	4	5
	6	7	8	9	10
Lesson 20	1	2	3	4	5
	6	7	8	9	10
Lesson 21	1	2	3	4	5
	6	7	8	9	10
Lesson 22	1	2	3	4	5
	6	7	8	9	10
Lesson 23	1	2	3	4	5
	6	7	8	9	10
Lesson 24	1	2	3	4	5
	6	7	8	9	10
Lesson 25	1	2	3	4	5
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Lesson 26	1	2	3	4	5
	6	7	8	9	10
Lesson 27	1	2	3	4	5
	6	7	8	9	10
Lesson 28	1	2	3	4	5
	6	7	8	9	10
Lesson 29	1	2	3	4	5
	6	7	8	9	10
Lesson 30	1	2	3	4	5
	6	7	8	9	10

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STUDENT'S RECORD OF COMPLETED ACTIVITIES

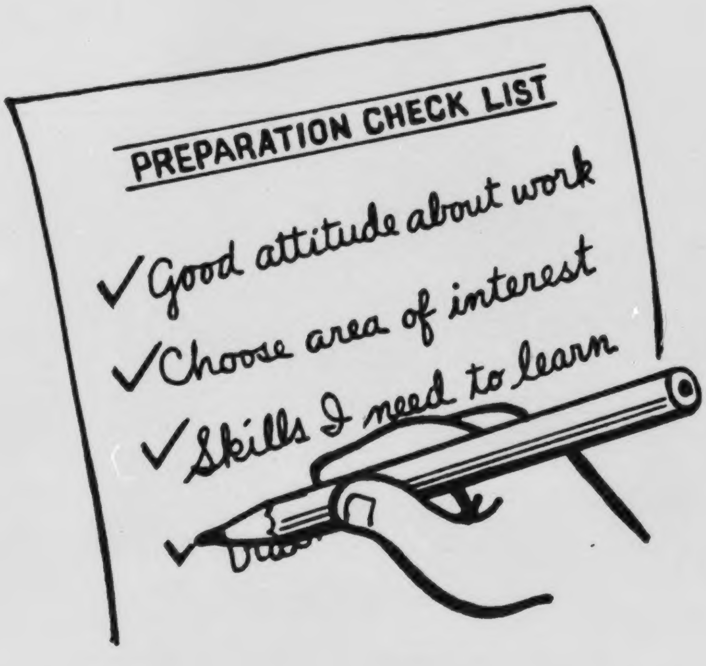
Name ______________________________

Lesson 31	1	2	3	4	5
	6	7	8	9	10
Lesson 32	1	2	3	4	5
	6	7	8	9	10
Lesson 33	1	2	3	4	5
	6	7	8	9	10
Lesson 34	1	2	3	4	5
	6	7	8	9	10
Lesson 35	1	2	3	4	5
	6	7	8	9	10
Lesson 36	1	2	3	4	5
	6	7	8	9	10
Lesson 37	1	2	3	4	5
	6	7	8	9	10
Lesson 38	1	2	3	4	5
	6	7	8	9	10
Lesson 39	1	2	3	4	5
	6	7	8	9	10
Lesson 40	1	2	3	4	5
	6	7	8	9	10
Lesson 41	1	2	3	4	5
	6	7	8	9	10
Lesson 42	1	2	3	4	5
	6	7	8	9	10
Lesson 43	1	2	3	4	5
	6	7	8	9	10
Lesson 44	1	2	3	4	5
	6	7	8	9	10

Lesson 45	1	2	3	4	5
	6	7	8	9	10
Lesson 46	1	2	3	4	5
	6	7	8	9	10
Lesson 47	1	2	3	4	5
	6	7	8	9	10
Lesson 48	1	2	3	4	5
	6	7	8	9	10
Lesson 49	1	2	3	4	5
	6	7	8	9	10
Lesson 50	1	2	3	4	5
	6	7	8	9	10
Lesson 51	1	2	3	4	5
	6	7	8	9	10
Lesson 52	1	2	3	4	5
	6	7	8	9	10
Lesson 53	1	2	3	4	5
	6	7	8	9	10
Lesson 54	1	2	3	4	5
	6	7	8	9	10
Lesson 55	1	2	3	4	5
	6	7	8	9	10
Lesson 56	1	2	3	4	5
	6	7	8	9	10
Lesson 57	1	2	3	4	5
	6	7	8	9	10
Lesson 58	1	2	3	4	5
	6	7	8	9	10

SECTION A

PREPARING FOR THE JOB MARKET


PREPARATION CHECK LIST
✓Good attitude about work
✓Choose area of interest
✓Skills I need to learn

The half of doing a job is getting at it.

Good, better, best!
Never let it rest
Until your good is better
And your better is best.

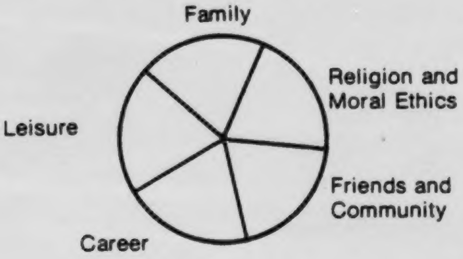
LESSON 1 PEOPLE HAVE DIFFERENT LIFESTYLES

LEAD-IN:

One's life is normally spent using time in the following five areas:

1. Family
2. Religion and Moral Ethics
3. Friends and Community
4. Leisure
5. Career

If one spent equal time concerned with each group or activity, it must be illustrated this way:



But usually people do not spend the same amount of time with each. The way one spends his or her time is called, **LIFESTYLE.**

FOCUS:

1. To discover the meaning of the term, "LIFESTYLE" and its parts.
2. To become aware that individuals use varying amounts of time for family, religion, friends and community, career, and leisure.
3. To develop an understanding as to how a career is involved with lifestyle.

ACTIVITIES:

1. Find the definition of the word, "lifestyle." Through discussion, discover the different ways people spend their time. Discover three things that are important to each of the students in the class. How do these vary?
2. Assist the students with categorizing the five parts of the lifestyle as those listed above. List these five parts on the board; then list activities which would illustrate each segment. Segments will overlap. Suggestions are given below:

Family	**Lesiure**	**Religion and Morals**	**Friends and Community**	**Career**
Cleaning the house	Riding a motorcycle	Going to church	Sending a birthday card	Taking a high school shop class
Taking care of the children	Watching TV	Helping others	Helping with Scouts	Working at McDonalds

3. Choose a famous person whose career is interesting to the students. Together compose a paragraph which describes that person's lifestyle. Encourage the students to describe very specifically each of the five segments as well as they know from public opinion.
4. When the students are familiar with the term, "lifestyle," do the WORKSHEET on page 111. After each student has divided the circles, meet back as a group. Allow individuals to illustrate to the class how they divided the circle, and give reasons for their decisions. Discuss.
5. To familiarize students with careers in relation to lifestyles do the WORKSHEET on page 112. Discuss how

often a choice of career dictates the lifestyle one must take. Stress that when selecting a career, one must think carefully about the lifestyle which will go along with the career.

6. Discuss these various parts of a lifestyle: types of clothing - casual and dress-up, hair styles, types of entertainment, hobbies, spare-time activities, types of friends, type of work, part of country in which you live, amount of money the family has, amount or money you have.
7. Identify the lifestyle of a famous person. Construct details to match the basic information given through TV and movies. Why do some TV stars want to keep their private lives hidden from the public? Why do others deliberately attract attention to themselves?
8. Take a field trip through various sections of town. Ask students to point out different lifestyles both in living areas and in working sections. Find three distinctly different types of churches. What is to be learned about lifestyles?
9. Ask students to bring from the library three pictures depicting contrasting lifestyles. Draw conclusions from the pictures which reflect details of each person's life. On what might this person have spent extra money, spare time, etc.
10. Ask a foreign exchange student to come to class to discuss lifestyles in his or her country. Ask the student to bring pictures, tools, and clothing which demonstrate differences in cultures. Students often have articles from other ethnic groups. Ask them to share them as well as stories they have heard. Tracing the family's "roots" may help the group to understand lifestyles, too.

A tree is known by the fruit it bears.
(And bears are known by the fur they wear.)

PEOPLE HAVE DIFFERENT LIFESTYLES

WORKSHEET 1-4

Name ______________________________

Date______________________________

DIRECTIONS: The circle below represents your life. Divide the circle into parts representing the importance you place on these parts of your lifestyle. Mark and name each part:

- Family
- Religion and Ethics
- Leisure
- Friends and Community
- Career

DIRECTIONS: Now divide and mark the circles below to show the lifestyle of each of these persons:

The President of
the United States

Your Religious
Leader

A Homemaker

Someone you admire

Name______________________

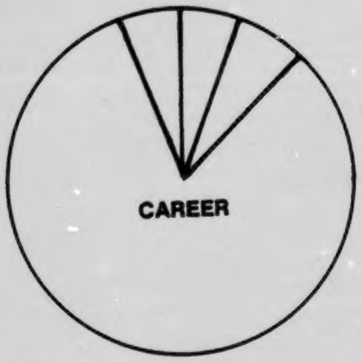
PEOPLE HAVE DIFFERENT LIFESTYLES

WORKSHEET 1-5

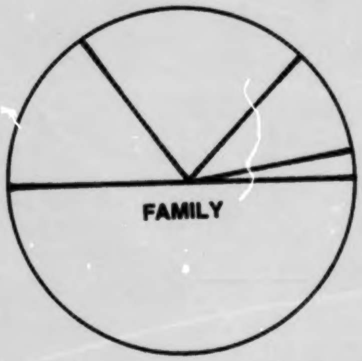
Name ________________________________

Date ________________________________

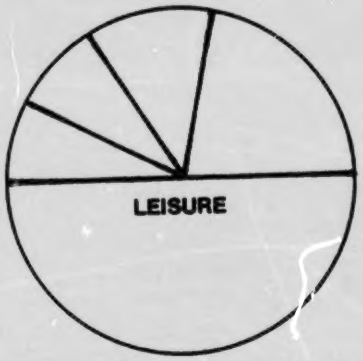
DIRECTIONS: Pictured below are illustrations of lifestyles. Decide which career listed below is probably: (Circle your answer).



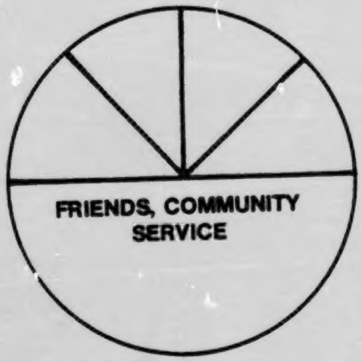
1. A Secretary
   A Store Clerk
   A Doctor



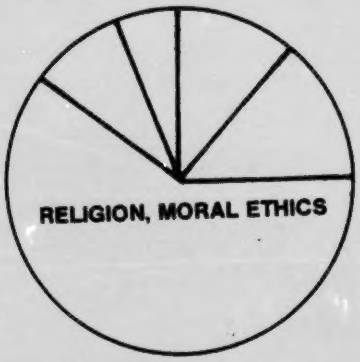
2. A Homemaker
   A Student
   A Politician



3. An Unemployed Part-time Student
   A Baker
   A Priest



4. A Landscaper
   A Truck Driver
   A Mayor



5. An Animal Trainer
   A Carpenter
   A Nun

DIRECTIONS: Divide each circle into parts to show the lifestyle of the person described.

Joan is a welder. After her regular shift, she enjoys playing tennis or talking with her friends. Sometimes she watches TV or goes to the movies. Every spare minute she spends knitting or sewing.

Ernest is a baker at the supermarket. Since he works during the early morning hours, he is available to volunteer for Senior Citizen's activities. Mornings are spent driving the bus, and afternoons he helps with crafts. Saturdays and Sundays are devoted to Church activities.

LESSON 2 WHY WORK ANYWAY?

The
big
question

LEAD-IN:

Generally, all people work. Our society says that working makes people more honorable. People work for:

1. Economic reasons - (i.e.) TO EARN MONEY
2. Psychological reasons - (i.e.) TO FEEL NEEDED
3. Social reasons - (i.e.) TO BE WITH FRIENDS

Even though economical reasons often appear to be paramount, feeling needed and useful as well as having social contacts at the job site are often equally important.

FOCUS:

1. To develop an understanding of the three reasons why people work.

2. To assist students in formulating their reasons for working.

ACTIVITIES:

1. In a class discussion, assist the students in discussing the three reasons why people work. On the board draw a circle. Have individuals come to the board and divide the circle into wedges to designate the importance each person places upon the three reasons. Discuss how importance placed on one reason now may change at a later time. (i.e, Someone who inherits a fortune still works because they enjoy being with people; persons, after their children leave home, go to work to find other outlets for feeling useful and needed.)

2. Write a paragraph on one of these topics:
   a. "Money Isn't Everything"
   b. "I Want To Accomplish Great Things In My Lifetime"
   c. "People Are More Important Than Things"
   d. "Why Work Anyway"
   e. "To Enjoy Life Is To Have Nice Things"

   Encourage the student to give at least three examples in their paragraphs to argue the position they take.

3. Have someone in your building who has five or ten minutes free time to come to class and explain why he or she works. Ask them to give very specific reasons and examples. Write these reasons on the board. After the guest leaves, decide if each reason is economic, psychological, or social.

4. After discussing the three reasons for working, give the students the WORKSHEET on page 115. Allowing two students to work together may help to illustrate how important it is for one to work for all three reasons at the same time.

5. After discussing the meaning of the words economic, psychological, and social, and after talking with the students about these as reasons for working, do the WORKSHEET on page 116.

6. Talk with several people who have changed jobs several times. Ask them to list reasons why they quit each job. Which of the three reasons did they hope to make better? Did they? Do you sometimes have to give up good wages in order to get a job you really enjoy? How often do workers have good paying jobs which allow them to be with the people they enjoy and at the same time feel they are contributing to society. How does one go about getting such a job?

7. Discuss: "What happens when people do not work?" What are the agencies that help prevent unemploy-

116

ment? Why do some people choose not to work? What advice do students have for people in these situations:

-Bob Jones, age 35, has a wife and 4 pre-school children. He cannot find an auto mechanics job.
-Barb Agee is an artist but her portrait painting business is not going well.
-Abe McDaniels makes a lot of money as a real estate agent but he does not enjoy the work.

8. Make a list of all the things you want now or will need within the next year. Why does money play such an important part in everyone's life? When do "things not bought with money" become more important?

9. Talk with people at the Unemployment Office as to what happens when people do not work? When they can work but do not choose to do so? When they want to work but there are no jobs?

10. Find statistics which state how much it costs for one person to live for one year? How much for two? How much for a family of four? Figure costs such as food, clothing, shelter, medical and dental, education, recreation, and miscellaneous. How much would it cost to raise a child to age 18 if the economy remained as it is today?

We judge ourselves by what we feel capable of doing,
while others judge us by what we have already done.
-Longfellow

WHY WORK ANYWAY?

WORKSHEET 2-4

The big question

Name ______________________________

Date______________________________

DIRECTIONS: Three reasons people give for working are:

A - Economic -- to earn money
B - Psychological -- to feel useful and needed
C - Social -- to be with people

Decide which of the statements below refers to each reason and write the letter on the line.

_____ 1. I want to buy a motorcycle.

_____ 2. I want to help sick people.

_____ 3. I will be with my friends.

_____ 4. It is lonely to stay at home all the time.

_____ 5. I want to have nice clothes.

_____ 6. Food, clothes, and a place to live are necessary.

_____ 7. Working makes me feel good about myself.

_____ 8. I like to go to nice places to eat.

_____ 9. We exchange ideas at work.

_____10. I feel proud to finish a task that is well-done.

_____11. I want to contribute to my family's income.

_____12. It has been my dream to build large buildings.

_____13. I enjoy meeting new people.

_____14. Seeing a product take form is exciting.

_____15. I met my two best friends where I work.

_____16. For once, I want to be able to buy what I want and when I want it.

_____17. If I did not earn a cent, I would be helping society.

_____18. I get tired of staying home and listening to the stereo. I need to be around people.

_____19. When I finish a task, it makes me feel useful and I know I am a successful person.

_____20. If I cannot pay my bills, I become a very unhappy person.

WHY WORK ANYWAY?

WORKSHEET 2-5

The
big
question

Name ______________________________

Date______________________________

DIRECTIONS: Write three complete sentences which describe your feelings about each of the following statements.

1. To earn money is important to me for these three reasons:

2. I want a job where I feel needed and important for these three reasons:

3. A job where I could be with friends and people of my own kind is important for these three reasons:

4. Right now, the job I think of which would help supply me with these three needs would be ______________ because:

119

LESSON 3 JOB SOURCES

LEAD-IN:

When a person, even an adult, decides he or she wants a job for the first time, it is a frightening experience. They ask:

"Where should I go?"
"How do I make a good impression?"
"What if they don't have a job for me?"
"Am I qualified?"

Most young people daydream about the job they will have, but for many it is difficult to know where to begin looking. Often students are tempted to wait until someone says, "Say, how about a job? I have just the right one for you." But, usually a first job does not come about this way.

Students need to know that finding a job, in itself, takes practice and skill. Some job sources they should consider are:

NEED HELP TO GET STARTED?

1. School placement offices
2. Family and friends
3. Employment agencies
4. Newspaper "Help Wanted" ads
5. Directly contacting businesses
6. Others

FOCUS:

1. To acquaint students with possible job sources and assist students with gaining skills for using those sources.
2. To assist students with learning how to take the initiative for contacting job sources.

ACTIVITIES:

1. In a group, list sources of employment. Using the telephone directory, have students look up the addresses of such sources as the State Employment Agency, the nearest CETA office, private employment agencies, newspaper offices, etc. Talk specifically about how to contact these sources and what to say. Role play interactions.
2. Bring to class recent copies of newspapers. Instruct the students to cut out ads for which they and others in the class would qualify. Discuss each of the ads in relation to:

   -Location of the job
   -Hours on the job
   -Pay
   -Skills needed (qualifications)
   -Method for contacting employer
   -Further information needed

3. Stimulate making contacts with employers by phone. Some important steps for the students to remember are to:

   a. Ask for the person named in the ad.

   b. State why you are calling.

   c. Answer questions clearly about your background and experience.

d. Find out what you need to know about the job:

Where is the business located?
What are the hours?
What work will you be doing?
What is the pay?

e. Be sure to get the name and address of the person you are supposed to see. Write it down so you will not forget.

f. Find out when you should be there.

g. Make sure you have written correctly the person's name you are to see, the time, and the place.

Select one employer and three students for each of the following ads. Each student will call the employer to make initial contact. The student who serves as employer will decide which student(s) will be selected for interviews, basing judgments upon clearness of thought, poise, manners, and interest in the job.

Wanted: Busperson three nights a week, Contact Edith Johnson, 444-6666.

Part-time sacker needed. Green Acres Grocery. 765-4321.

Needed; Student to assist florist with Memorial Day rush. Call Paul John for appointment. John's Florist. 555-3210.

4. Visit the school placement service if your school has one. Find out what services it provides and the procedures to follow in securing a job. Before going to the Placement Service, develop a series of questions for which students are interested in finding answers.

5. Visit an employment agency (either state or private) to become familiar with its location as well as to discover the services provided. If a field trip is not possible, ask a member of their staff to come speak to the students about procedures for obtaining employment. Ask the representative for sample forms to practice filling out.

6. Use the WORKSHEET on page 119. Each student should make a list of family members and friends of their family who work at places where jobs exist for teen-age persons. Then add businesses where they think they might like to work. Continue by adding job possibilities where neighbors and classmates work. Go over each list with the student to see that there are a number of possible job sources and ones which are realistic for the student.

7. Going from business to business often brings results in finding work. Role play employers and teen-agers in situations where the person wanting work goes into the business and asks. Be sure to include these steps:

-Ask for manager
-Be pleasant and smile
-State your purpose
-Indicate interest in working there
-Explain qualifications
-If no job is available then, ask the manager to keep you in mind
-Thank the manager for his or her time
-Smile

8. After discussing the various methods for locating job sources, hand out the WORKSHEET on page 120. After the students have completed the activity, allow them to discuss their answers giving reasons for their responses.

9. Each student is to choose one job source, decide how it would be best to use that job source. Report to the class.

10. Categorize jobs which deal with (1) people, (2) things, or (3) ideas. Students should be able to begin to decide which type of work they would enjoy most.

JOB SOURCES

WORKSHEET 3-6

NEED HELP TO GET STARTED?

Name ______________________________

Date______________________________

DIRECTIONS: Family, friends, and neighbors who work are job sources. On the sheet below, think of people you know who work where teen-agers are hired. Fill in the blanks.

A PERSON YOU KNOW TO ASK	PLACE WHERE THAT PERSONS WORKS	A JOB A 14 - or 15 - YEAR-OLD MIGHT GET THERE
FAMILY 1.		
2.		
3.		
FRIENDS OF FAMILY 1.		
2.		
3.		
NEIGHBORS 1.		
2.		
3.		
SCHOOL FRIENDS WHO WORK 1.		
2.		
3.		

No wonder dudes are mixed up, half the time we're told to find ourselves, and the other half we're told to get lost!
-Fat Albert

JOB SOURCES

WORKSHEET 3-8

NEED HELP TO GET STARTED?

Name ______________________________

Date ______________________________

DIRECTIONS: A person who wants to find a job must check out many leads. Look through the list below. Mark "yes" before the sources which might help you find a job. Mark "no" before the sources which probably would not be a good job source. Be ready to defend your answers.

_____ 1. Ask friends at school

_____ 2. Telephone a business

_____ 3. Look at "Help Wanted" ads

_____ 4. Write to the governor

_____ 5. Place an ad in "Jobs Wanted" section of newspaper

_____ 6. Ask the grocery store manager

_____ 7. Ask parents

_____ 8. Check at the State Employment Service

_____ 9. Look in **Time** magazine

_____10. Check at a Private Employment Agency

_____11. Call the CETA office

_____12. Ask relatives

_____13. Look in "Jobs Wanted" ads

_____14. Talk to department store personnel manager

_____15. Ask at a fast food business

_____16. Call the radio station

Think of businesses and organizations in your area who hire teenagers.

DIRECTIONS: List one person or business in your area that you could use as a contact person for a job for you. If you do not know the person's name, use his or her title.

If I Wanted A Job As:	One Business Or Organization To Go To Would Be:	The Person I Would Contact Would Be:
A Dishwasher or Busperson		
A Child Care Attendant		
A Sales Clerk		
A Library Helper		
A Grocery Store Carryout or Stocker		
A Nurse's Aide		

I'm so broke, I think poverty has declared war on me!
-Robert Orben

123

LESSON 4 FILLING OUT FORMS

LEAD-IN:

A mountain of paperwork

Even before your students get jobs, they will be asked to fill out a number of forms. Often these forms are complicated and have terms which are unfamiliar. After a student is hired, there will be additional forms. Students, who have had experience with similar forms before, when they are asked to fill out the real ones, will have more confidence in the job situation.

FOCUS:

1. For students to become familiar with words on forms which they will be filling out.

2. To have practice in filling out the following forms:
   a. Social Security Application
   b. Job Applications
   c. W-4 Withholding Exemption
   d. Federal Income Tax Form (1040)
   e. State Income Tax Return
   f. Savings Account Application

ACTIVITIES:

1. Hand out to students samples of the six forms listed above. (You may want to duplicate copies found on the following pages:)

Social Security Application	p.50
Job Applications	p. 85
W-4 Withholding Exemption	p. 53
Federal Income Tax Form (1040A)	p. 55
State Income Tax Form (IL 1040)	p. 57
Savings Account Application	p. 91

2. Find words with which students are not familiar and make a list on the board. Divide the list of words among the students and find dictionary definitions. Simplify the definitions and write them by the words. You may want to duplicate the list so that each student will have a copy to which they may refer later. Return blank forms to teacher-coordinator.

3. On the WORKSHEET on page 123, a matching activity is supplied to assist students with some of the more difficult terms used on forms. Students may enjoy building other matching activities for students in the class from lists you may have made as a class activity.

4. On the WORKSHEET on page 124, a sample application is provided for duplicating. Before students go to the work station, allow them to become familiar with several different types of application forms. When the time comes for a student to apply for a job, ask the class to assist in filling out the real application form. Discuss terminology at every opportunity. More applications are on pages

5. Each student should be aware of the W-4 form. Duplicate practice sheets from page 53. Read the material for the students and discuss terminology and the reason for having the form. Allow students to help each other determine the number of exemptions in each family that the head of the house would claim.

6. After students have received back their W2 forms in January or February and are concerned about getting back their funds, invite a knowledgeable person (perhaps a representative from the Internal Revenue Ser-

vice) to assist them with filling out the forms. Duplicate page 55 to use as worksheets. Get enough real State and Federal forms from the post office or library for every one and check carefully their filled out forms. Mail.

7. Practice filling out a savings account form. Go to the bank and assist students in opening savings accounts. Do practice examples of finding interest on the savings account.

8. Go to the bank and find out procedures to be following for obtaining ID's for each student. This is a good self image activity and is a valuable aid for the student. Why is having an ID important? What are the times an ID is needed?

9. When the first student in the class has been paid, ask the student to bring the check and stub end of the check to class. Discuss each part including federal withholding, state withholding, F.I.C.A., etc. Discuss the process for finding if the check is correct, how to endorse the check, how to cash it, how to deposit part in Savings, etc.

10. Ask students to bring in any forms they are faced with filling out. Duplicate the forms and, as a class, go through the form item by item. Stress that a whole form is an awesome task, but that when handled one part at a time, it becomes much easier.

They keep saying they're going to do something about junk mail-
and yet every year those income-tax forms show up.
-Robert Orben

125

FILLING OUT FORMS

WORKSHEET 4-3

Name ____________________

Date ____________________

DIRECTIONS: Match the word or phrase on the left with the definition on the right.

Words on Job Related Forms

—— 1. Spouse

—— 2. Filing jointly

—— 3. Head of Household

—— 4. Dependent

—— 5. Exemption

—— 6. Wage

—— 7. Salary

—— 8. Income

—— 9. Gross income

——10. Balance due

——11. Social Security Number

——12. Birthplace

——13. Permanent address

——14. Previous address

——15. Position desired

——16. Citizen

——17. Physical condition

——18. Military service

——19. Felony

——20. References

Definitions

a. Money you earn by the hour

b. One income tax form for husband and wife

c. Total amount of money before taxes were taken out

d. Person whose food, clothing, and shelter you pay for

e. Person who takes primary responsibility for the family

f. Amount of money you must pay

g. Husband or wife

h. A dependent who is counted free for a certain amount of money on a tax form

i. Money you earn by the month or year

j. Total amount of money earned

k. City and state where you were born

l. The job you want to get

m. Where you will live for a long time

n. Born in, or is a legal resident of

o. Identification (ID) number

p. Your address before you moved where you now live.

q. A serious crime

r. How your health is

s. People who know you and can answer questions about you

t. Armed forces, such as Army, Navy, Marines, etc.

FILLING OUT FORMS

WORKSHEET 4-4

Name ______________________________

Date ______________________________

APPLICATION FOR POSITION

Date ______________________________

Name (print) ______________________________ Home Tel. No. ______________

Present address ______________________________ How long have you lived there? ______________
No. Street City State

Previous address ______________________________ How long did you live there? ______________
No. Street City State

Position applied for? ______________________________ Earnings expected $ ______________

PERSONAL

Date of birth ______________ 19____
Check your State law as to discrimination because of age.

Height ____ ft. ____ in. Weight ____________ lbs.

Are you a U. S. citizen? ☐ Yes, ☐ No

☐ Single, ☐ Married, ☐ Separated

☐ Engaged, ☐ Widowed, ☐ Divorced

Date of marriage ______________

No. children ______ Their ages ______________

No. other dependents ______ Ages ______________

Soc. Sec. No. ______________

Do you: ☐ Own your home? ☐ Rent? ☐ Live with relatives? ☐ Board? ☐ Stay with friends? Other ______________

(If you rent) What monthly rent do you pay? $______________ Do you own your furniture? ☐ Yes, ☐ No

Is your wife employed? ☐ No, ☐ Yes, part time, ☐ Yes, full time; What kind of work? ______________ Her earnings $______ per ______

Do you carry life insurance? ☐ No, ☐ Yes; Amount $______________

What physical defects do you have? ______________________________

In case of emergency, notify ______________________________
Name Address Phone

EDUCATION

Type of School	Name and Address of School	Courses Majored in	Check Last Year Completed				Graduate? Give Degrees		Last Year Attended
Elementary			5	6	7	8	☐ Yes,	☐ No	19
High School			1	2	3	4	☐ Yes,	☐ No	19
College			1	2	3	4			19
College			1	2	3	4			19
Graduate School			1	2	3	4			19
Business or Trade School			1	2	3	4			19
Corresp. or Night School			1	2	3	4			19

Scholastic standing in H. S.? ______________________________ In College? ______________________________

EXTRACURRICULAR ACTIVITIES (athletics, clubs, etc.)
(Do not include military, racial, religious, or nationality groups)

In high school ______________________________

Offices held ______________________________

In college ______________________________

Offices held ______________________________

LESSON 5 THE JOB INTERVIEW

LEAD-IN:

First impressions are especially important in the employer - prospective employee situation. If the boss does not gain a favorable impression with the first contact, the student may never have another opportunity. Skills are important in three different types of interviewing:

- -The personal interview
- -The telephone interview
- -The written interviews (letters of application)

Just what you've been looking for...

FOCUS:

1. To develop an awareness of the importance of the job interview in the total employment picture.
2. To develop personal interview techniques.
3. To develop an awareness of the importance of personal appearance in the job interview.
4. To develop techniques for interviewing by telephone.
5. To develop skills needed for writing a letter (written interview) answering a "help wanted" ad.

ACTIVITIES:

1. Invite an employer to come to class, or go to his or her place of business, to discuss the job interview. With the class, prepare a list of questions including: What qualities do you look for in a prospective employee? How important is personal appearance? What kind of clothes should be worn? What should we know about interviewing on the telephone? What about the written interview (letter of application)? What should I do after the interview? Ask the employer to role play a personal interview situation with two or three students. Have the employer point out strong and weak points.
2. When answering a "want ad" which asks for the interested person to call, there are 6 steps (a. to f.) to remember:

   a. Ask to talk to the person named in the ad.

   b. Tell the person exactly why you are calling.

   c. Answer clearly questions about your background and experience.

   d. Find out what you need to know about the job:
      - -Where the business is located.
      - -What are the hours.
      - -What work you will be doing.
      - -What the pay is.

   e. Write down the address of the person you are to see.

   f. Find out when you should go there.

   Ask for some students to be employers and some students to role play prospective employees. Follow the steps above for answering these ads:

Wanted: Stock Clerk to work three days after school. Call Mrs. Adams, 449-9775. Adams Market.

Student to help in nursery. Call Jay's Greenhouse and ask for Mr. Sims.

3. Write a letter of application answering the following ad:

Part-time baker's helper needed on Saturdays. Write to the Sweet Shop, 201 Grand and give age, experience, and references.

Be sure to state:

a. What job you are applying for and where you saw the ad

b. Education that might be useful on the job

c. Job experience

d. References

e. Activities that might be useful on the job

f. Ask for a personal interview

g. Give your telephone number

The student should remember to use business letter form, correct punctuation and spelling, and to be neat.

4. Do a word study of the following words:

reference
resume
experience
employer
salary
apprenticeship
qualification
interview

5. Discuss what you do when you are not selected for a job. Does it mean that one should give up? How can one go about evaluating the interview in order to prevent the same things happening again. Form buzz groups and ask students to list reasons people are not hired. Northwestern University reported the following as being the top ten reasons:

a. Poor personal appearance

b. Overbearing - over-aggressive - conceited - "Superiority complex" - know it all

c. Inability to communicate clearly - poor voice, diction

d. Lack of planning for career - no purpose, no goals

e. Lack of interest and enthusiasm - passive, indifferent

f. Lack of confidence and poise - nervousness, ill at ease

g. Failure to participate in activities

h. Overemphasis on money - interest only in best dollar offer

i. Poor scholastic record

j. Unwilling to start at bottom - expects too much too soon.

6. Make a composite list of Do's and Don'ts of what to wear and what to do at a job interview. Make sure students suggest very specific items such as, Do not smoke, and Look at the employer as you talk. Prepare students for the question, "Would you be willing to cut your hair?"

7. On the WORKSHEET on page 129, an example of an information card has been prepared for students to leave with the employer when employer does not have time to talk. Students are to write a rough draft and then, after having it checked for correctness and neatness, copy it on 5 x 8 notecards.

8. Bring in the personnel manager of a manufacturing company where students do not work now but may some day. Ask him or her to name interview skills that are needed in order to be the one, among many interviewees, who is selected for the job.

9. The WORKSHEET on page 130 lists questions students may expect to be asked at the job interview. After doing the first part of the activity, pose the questions for students to give them experience with responding.

10. Put on slips of paper names of businesses who hire cooperative education students. Count off in 2's. The 1's are to be employers and the 2's are to be employees. Role play interviewing techniques.

He started to sing as he tackled the thing
That couldn't be done, and he did it.
-Edgar A. Guest

DAFFYNITIONS:

Arrest -- thing to take when you're tired
Afford -- a car some people drive
Auctioneer -- a man who looks forbidding
Barber shop -- a clip joint
Chicken farm -- a large egg plant
Racetrack -- the only place where windows clean people
Paratrooper -- an Army dropout
Printer -- a man of letters
Zookeeper - a critter-sitter

THE JOB INTERVIEW

WORKSHEET 5-7

Just what
you've
been looking
for...

Name ______________________________

Date ______________________________

DIRECTIONS: Sometimes employers may be too busy at the moment to talk with you about a job. It will help to remind them of you if you leave a card with them. It might be something like:

> September 20, 1978
>
> I am Debbie Smith, and I am very interested in working for you. I am 15 years old and a 10th grade student in WECEP at John Young High School. Last year I worked at McDonalds as a counter clerk. A part of my job was to take the trash out and clean the floors.
>
> Would you please consider me for a position? I can be reached at 581-5762 after 4 P.M. Thank you very much.

Now, use this space to write an information card about yourself. Ask your teacher-coordinator to check for correctness and neatness. Copy this information on 5 x 8 cards to have ready when you are job hunting. Good Luck!

THE JOB INTERVIEW

WORKSHEET 5-9

Just what you've been looking for...

Name ______________________________

Date______________________________

DIRECTIONS: Write "yes" on the line if the question listed below is one you might expect to be asked during a job interview. Write "no" if the question is one you should not be asked.

______ 1. Why do you want to work for this company?

______ 2. Are you looking for temporary or permanent employment?

______ 3. What salary do you expect to receive?

______ 4. Do you smoke?

______ 5. What courses in school do you like best? Least?

______ 6. What grades do you get in school?

______ 7. Do you attend school regularly?

______ 8. Who did your mother (father) vote for in the last presidential election?

______ 9. Have you had any serious illnesses?

______10. How do you feel about working overtime and weekends?

______11. What other jobs have you had?

______12. Why did you leave your last job?

______13. What do you hope to be doing ten years from now?

______14. Do you prefer working alone or with other people?

______15. What are your main strengths? Main weaknesses?

______16. When could you begin working?

______17. What particular job are you interested in most?

______18. Do you belong to the Roman Catholic Church?

______19. How do you spend your spare time?

______20. What qualifications do you have for this job?

Now, answer each of the questions above (except for 8 and 18) about a job at:

(1) A fast food service

(2) A nursing home

(3) A department store

LESSON 6 EMPLOYER EXPECTATIONS

LEAD-IN:

An employee must produce more than what he or she is paid in order for the employer to make a profit. Merely getting the job done is not enough. Employers have a right to demand that the employees possess certain characteristics:

1. Cooperation
2. Honesty
3. Desire to learn
4. Willingness to follow directions
5. Initiative
6. Dependability/Reliability
7. Enthusiasm
8. Loyalty
9. Accept criticism

FOCUS:

1. To help students understand the employer-employee relationship as being a team effort designed for maximum production.

2. To develop an understanding of the qualities needed by effective employees.

ACTIVITIES:

1. Distribute the WORKSHEET on page 133, and have students find the meanings to these words:

   a. Determination
   b. Initiative
   c. Courtesy
   d. Efficiency
   e. Ambition
   f. Loyalty
   g. Cooperation
   h. Dependability
   i. Enthusiasm
   j. Attendance
   k. Cheerfulness
   l. Humility
   m. Honesty
   n. Tact

   Ask the students to give examples (at least 5 for each) of work situations where that condition exists. If it is a negative condition, suggestions should be made as to how to overcome it. Strive for students to be specific.

2. Set up this situation. The entire class works at "Sizzling Burgers" fast food restaurant. Divide the class into two groups. One group will have the skills needed to do the job but will have ineffective attitudes. The other group will have good skills as well as good attitudes. Ask both groups to discuss each of these situations:

   a. Cooperation - It's the noon rush hour plus 2 busloads of senior citizens just came in.

   b. Honesty - Employees are to pay half price for all the food they eat.

   c. Initiative - There are no customers. How should that time be used?

   d. Desire to learn - The new manager has different ways to do things than the old one did.

   e. Willingness to follow directions - A different method for washing dishes has been installed.

   f. Dependability - Both the manager and assistant manager are gone at the same time.

   g. Enthusiasm - Just at closing time a basketball team comes in to eat.

   h. Criticism - The boss reports that customers are waiting too long for their orders.

   i. Loyalty - Your employer lost her temper and said things she usually does not say.

3. Ask an employer (preferrably one from a work site) to discuss with the students this topic: "What Makes the Difference Between a Good Employee and an Excellent One?"

4. Suppose that a student is to be hired as a stocker in a grocery store. Students are to use each of the characteristics named in the Lead-In and make lists of attitudes the worker should have. Example:

   Work steadily, except for breaks, until the shift is over.
   Say good things about the job; don't complain.

   You may want to divide into groups and make a game of it to see who can come up with the longest list in 5 or 10 minutes.

5. Be the boss. Write a paragraph entitled, "Qualities That Helped Me Succeed."

6. Sixteen cartoon pictures will be found on pages 135 to 150. Discuss what the worker is doing in each picture and how that person's actions affects job relationships. Discuss what constitutes good worker characteristics.

   Identification of Cartoons

   a. Careless personal appearance
   b. Neat personal appearance
   c. Staying too long at interview
   d. Arriving at work late
   e. Arriving at work on time
   f. Poor cooperation
   g. Good cooperation
   h. Lazy worker
   i. Too much break time
   j. Poor quality of work
   k. Good quality of work
   l. Too friendly with the boss
   m. Poor customer contacts
   n. Stealing
   o. Savings
   p. Arguing with the boss

7. Ask students to draw pictures or cartoons showing their impressions of work situations. They may want to write captions to go with their pictures.

8. Talk about "Capitalism" and how every business strives to make a profit. How can a business that deals with perishable items make certain they will make a profit? How do businesses figure percentages to keep within required spending allotments?

9. Hang the sixteen cartoon pictures (pages 135 through 150) on the bulletin board. Two students are to choose a picture and work together to develop a skit to present to the class. The skit should deal with how a boss might respond to an employee who behaved in that way. Make the skits realistic. Have students ever been involved in similar situations? How would the other students respond to similar situations?

10. Ask students to draw other illustrations to add to the ones found on pages 135 through 150. Keep for use with future classes any cartoons that students contribute which illustrate either good or bad workers situations.

Business is like oil. It won't mix with anything but business.
-J. Graham

EMPLOYER EXPECTATIONS

WORKSHEET 6-1

Name ______________________________

Date______________________________

DIRECTIONS: Write the definitions to the following terms; then write the opposite word on the line at the right. Use the dictionary for this activity.

1. determination ______________________________ ______________
2. initiative ______________________________ ______________
3. courtesy ______________________________ ______________
4. efficiency ______________________________ ______________
5. ambition ______________________________ ______________
6. loyalty ______________________________ ______________
7. cooperation ______________________________ ______________
8. dependable ______________________________ ______________
9. enthusiasm ______________________________ ______________
10. attendance ______________________________ ______________
11. cheerfulness ______________________________ ______________
12. humility______________________________ ______________
13. honesty______________________________ ______________
14. tact______________________________ ______________

EMPLOYER EXPECTATIONS

WORKSHEET 6-6

Name ______________________________

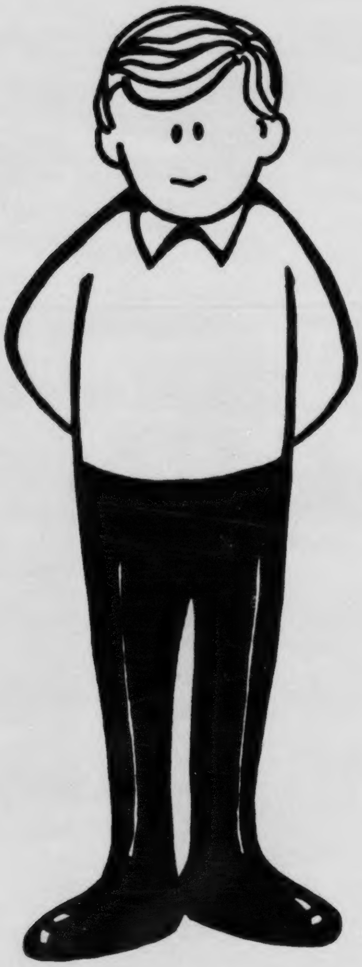
Date______________________________

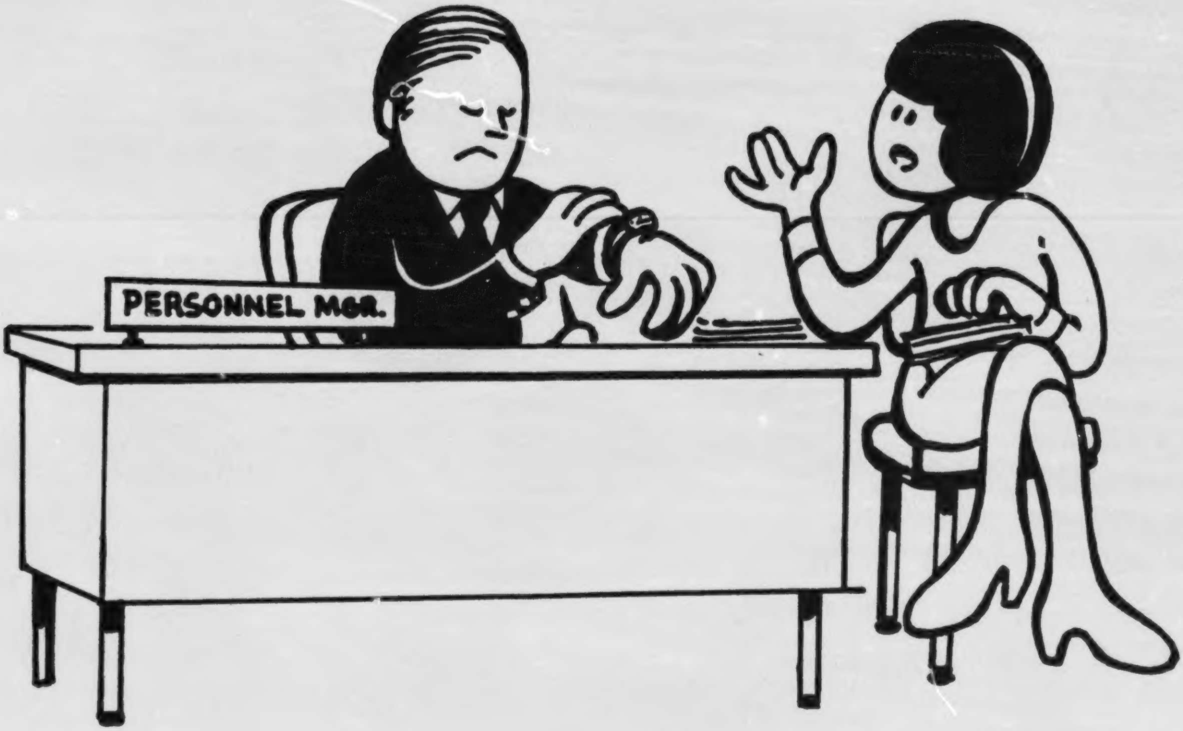
DIRECTIONS: On the following sixteen pages, a number of cartoons illustrating various work scenes are provided. Show the cartoons and discuss job implications.

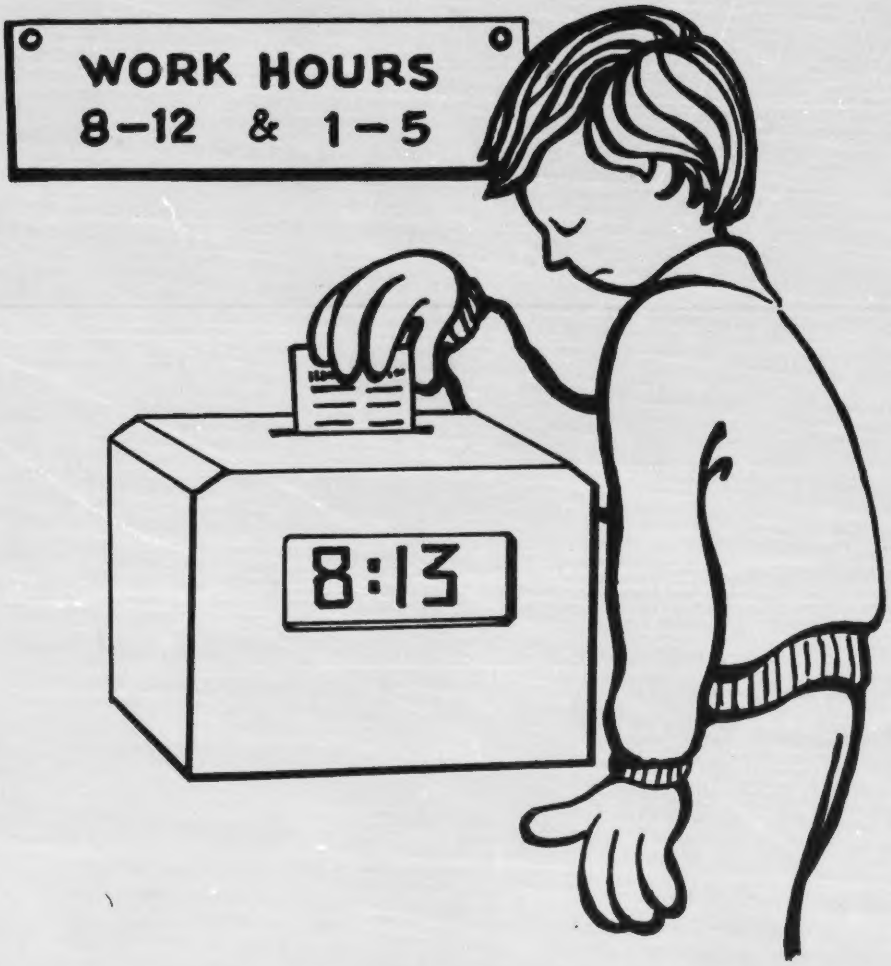
Topics of the illustrations are:

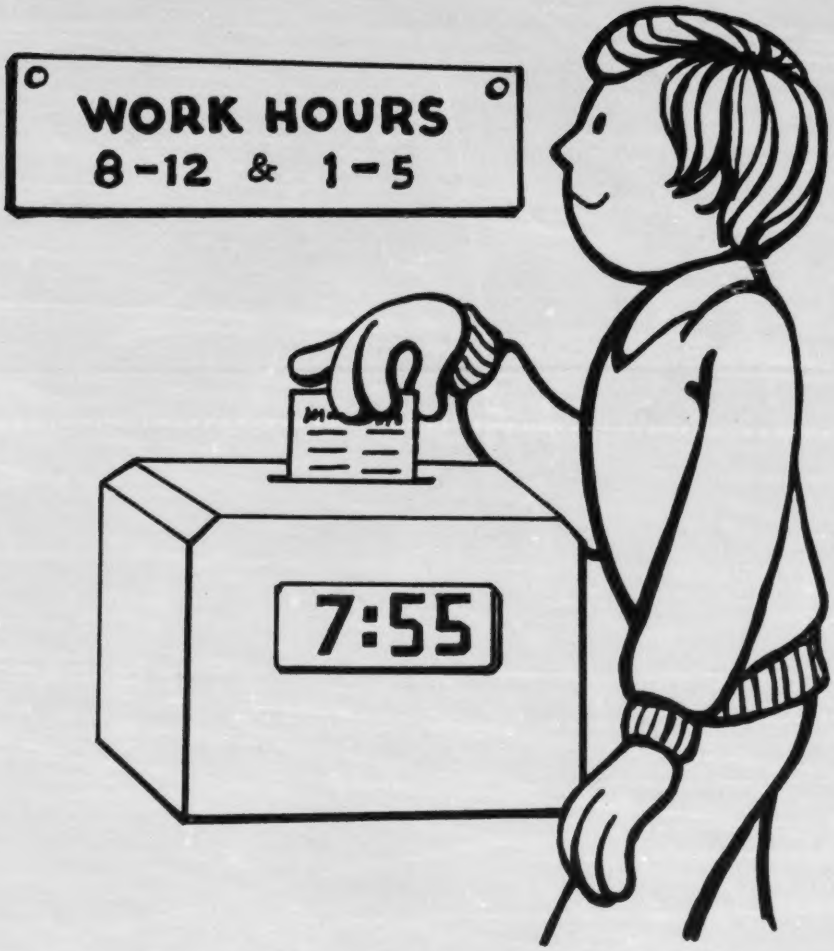
1. Careless personal appearance p. 135
2. Neat personal appearance p. 136
3. Staying too long at interview p. 137
4. Arriving at work late p. 138
5. Arriving at work on time p. 139
6. Poor cooperation p. 140
7. Good Cooperation p. 141
8. Lazy worker p. 142
9. Too much break time p. 143
10. Poor quality of work p. 144
11. Good quality of work p. 145
12. Too friendly with the boss p. 146
13. Poor customer contacts p. 147
14. Stealing p. 148
15. Savings p. 149
16. Arguing with the boss p. 150

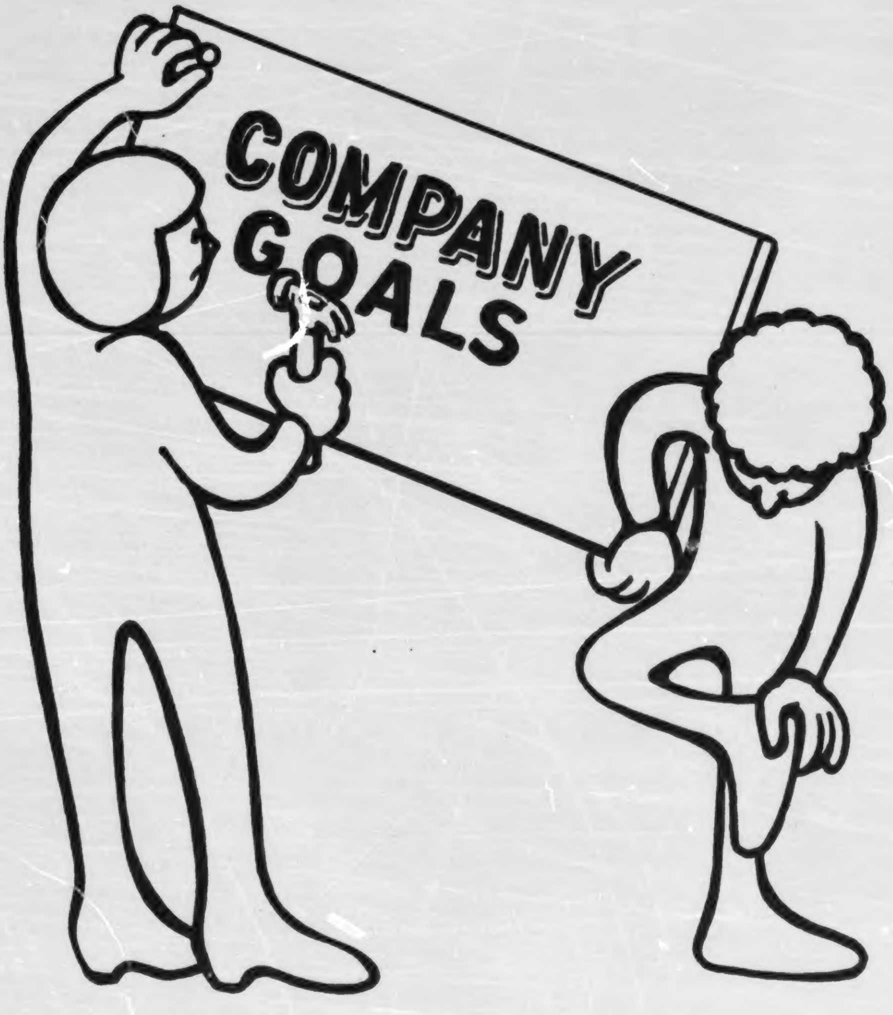
Sick Pay: ill-gotten gains.
-Robert Orben




PERSONNEL MGR.

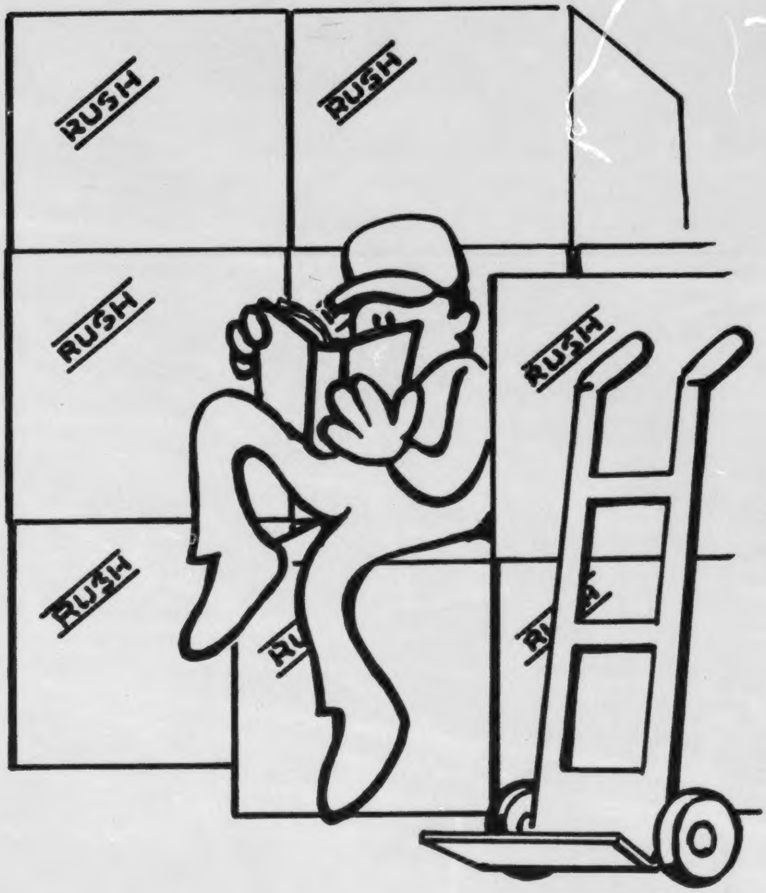

WORK HOURS
8–12 & 1–5
8:13

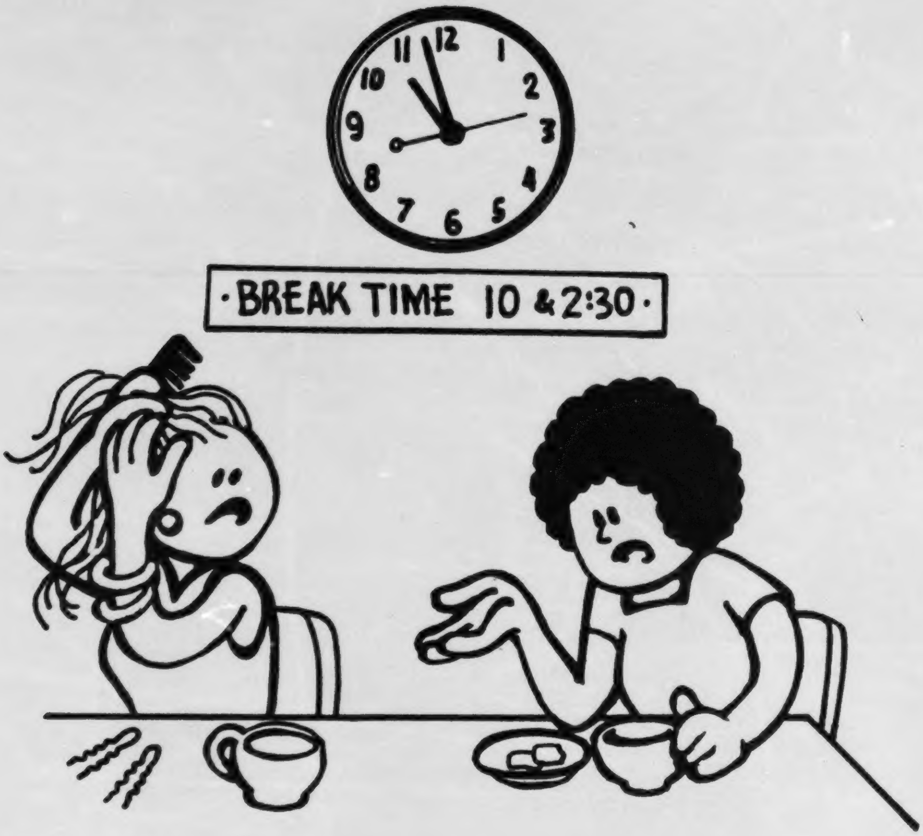

WORK HOURS
8-12 & 1-5
7:55

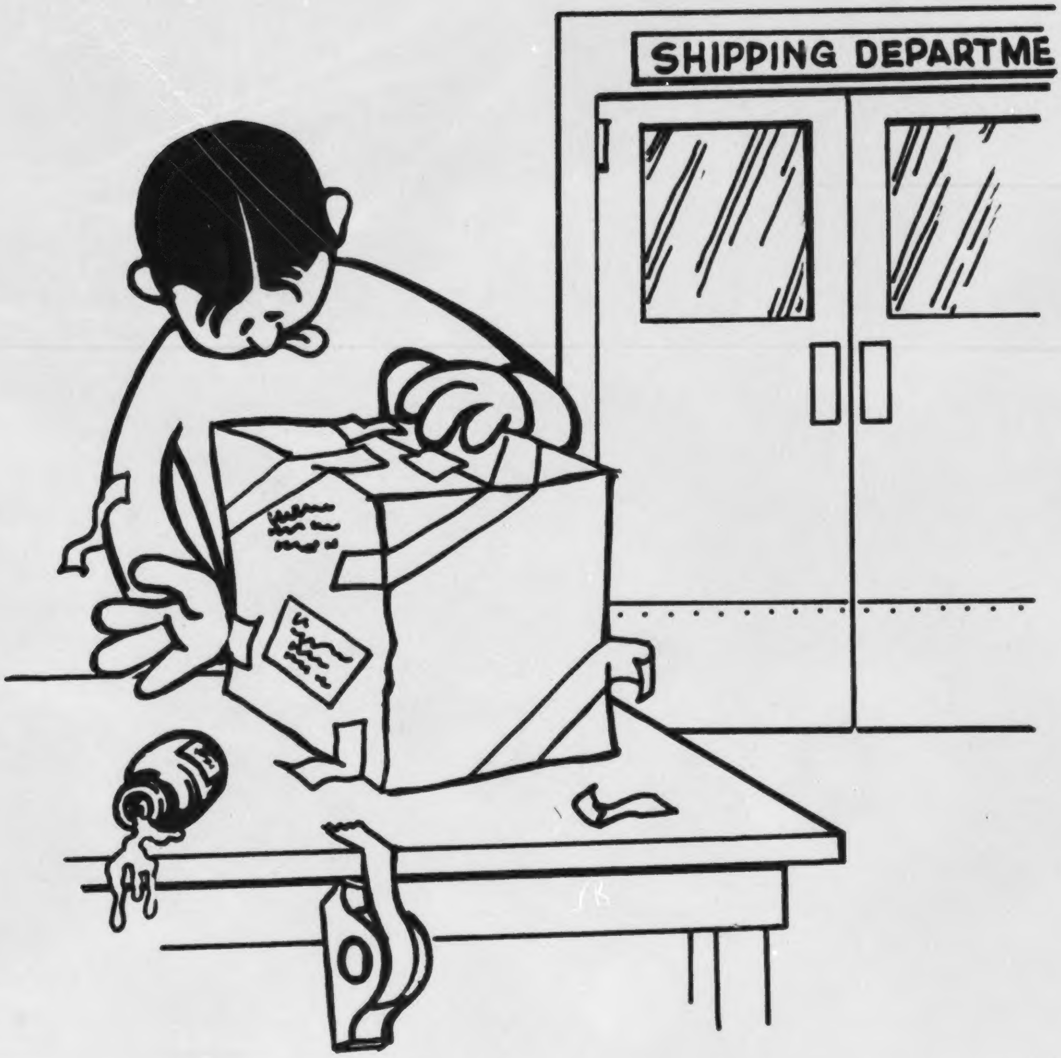

COMPANY
GOALS

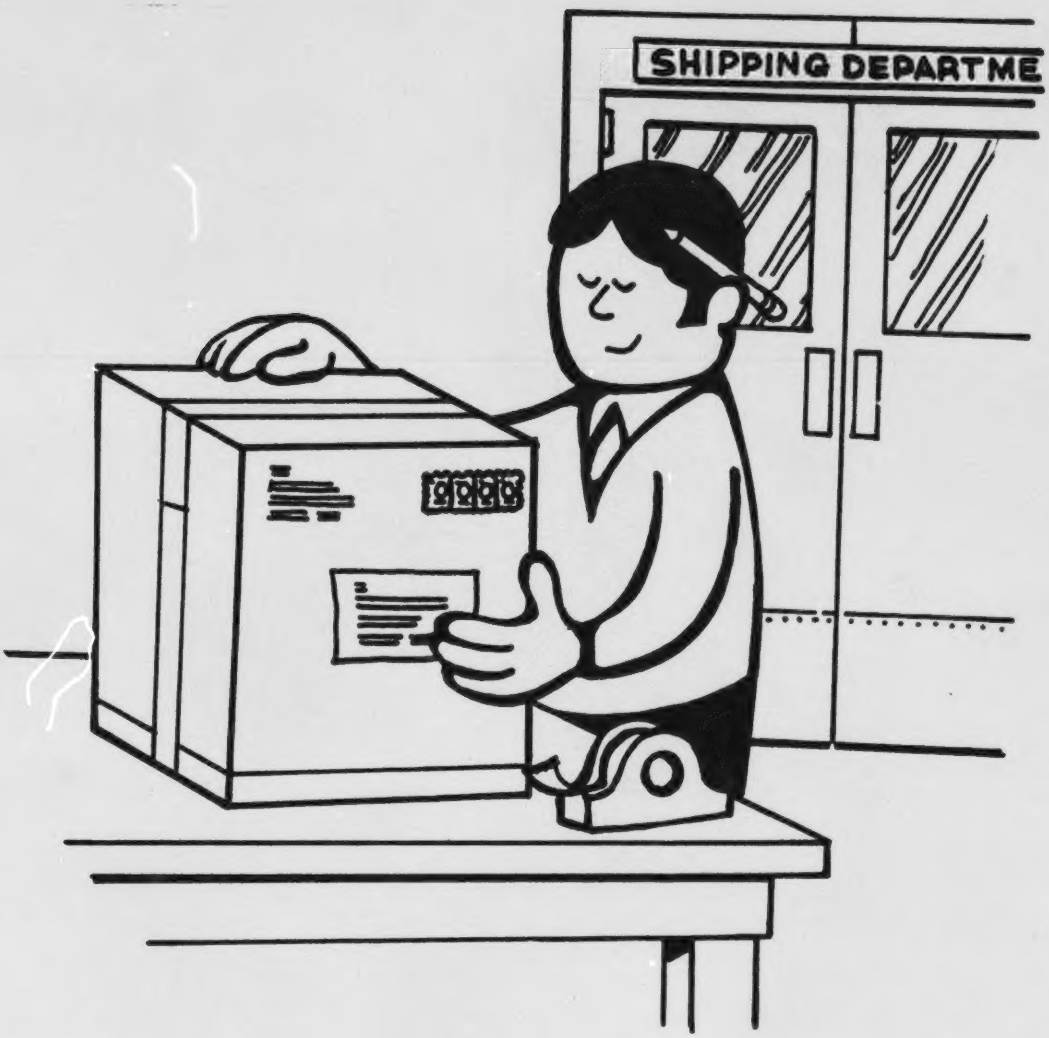
143

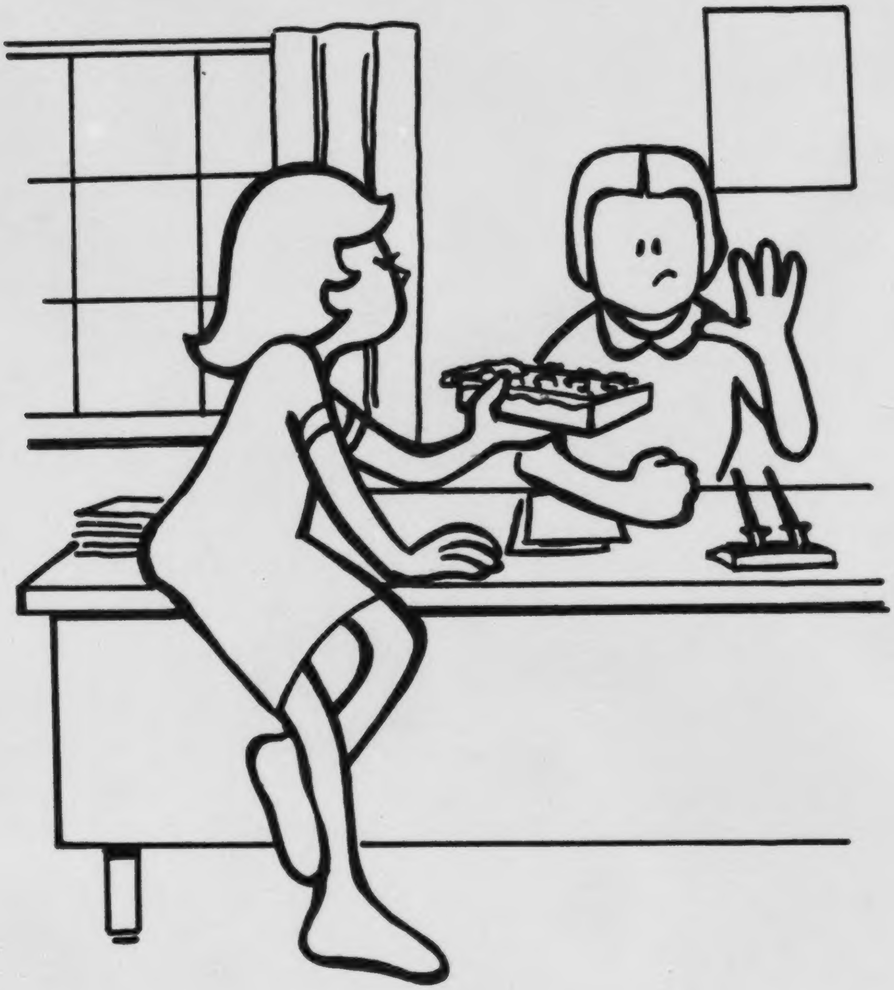
GOALS
ACHIEVED


RUSH
RUSH
RUSH
RUSH
RUSH
RUSH
RUSH

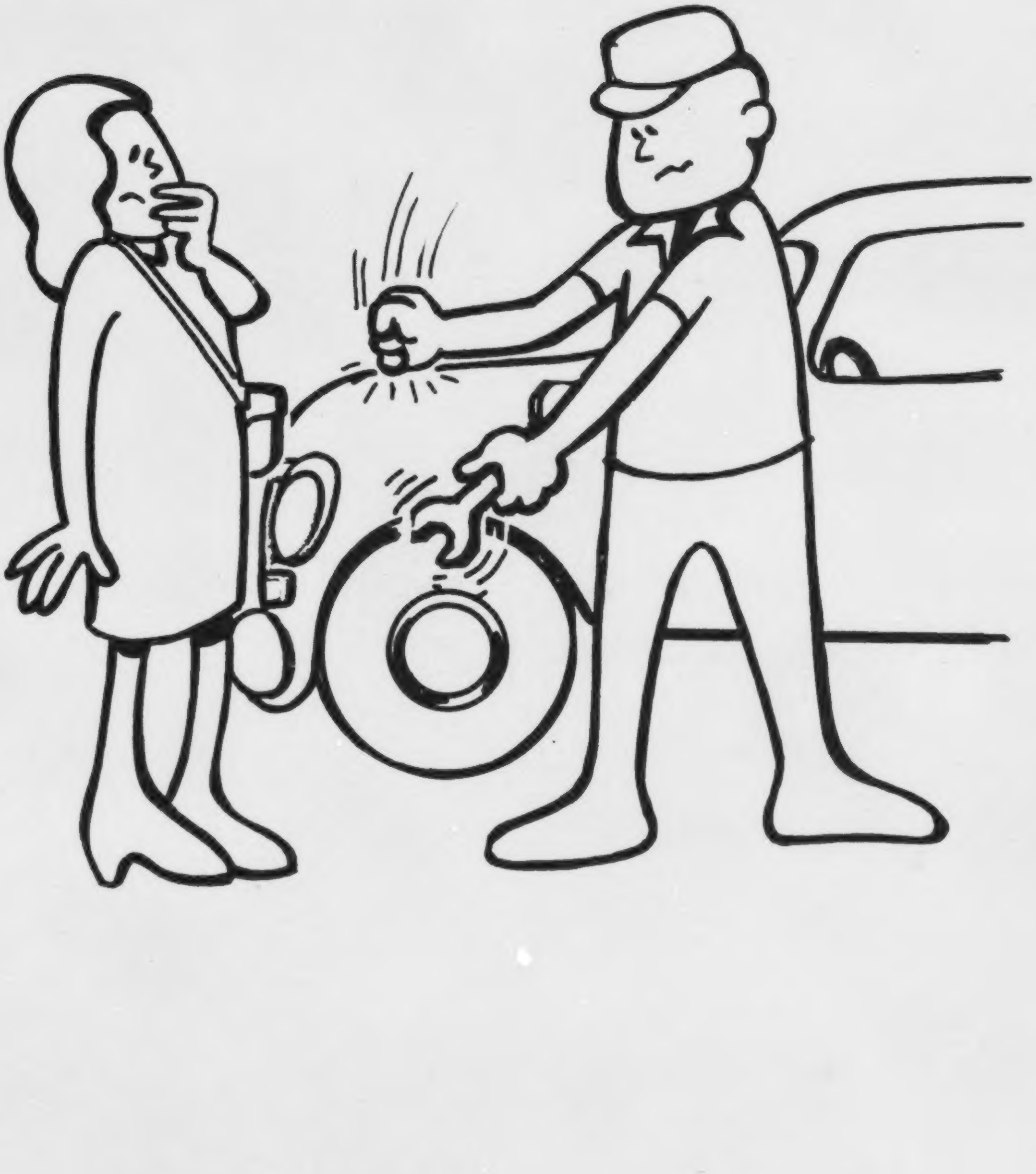

·BREAK TIME 10 & 2:30·

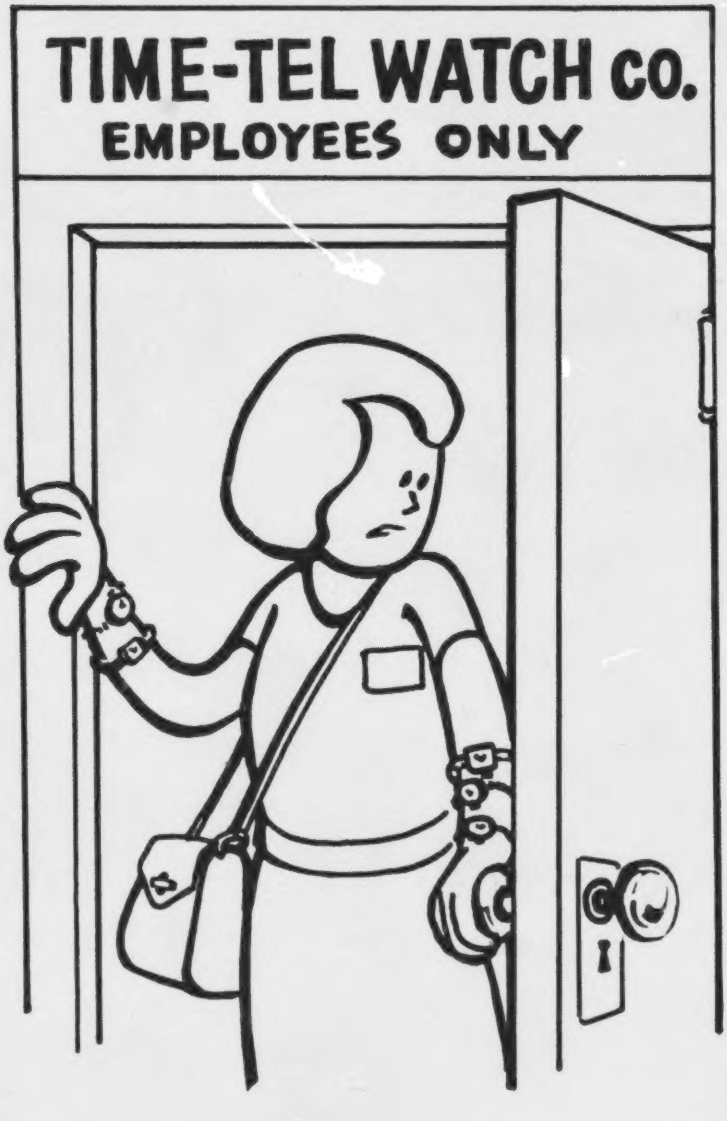

SHIPPING DEPARTME

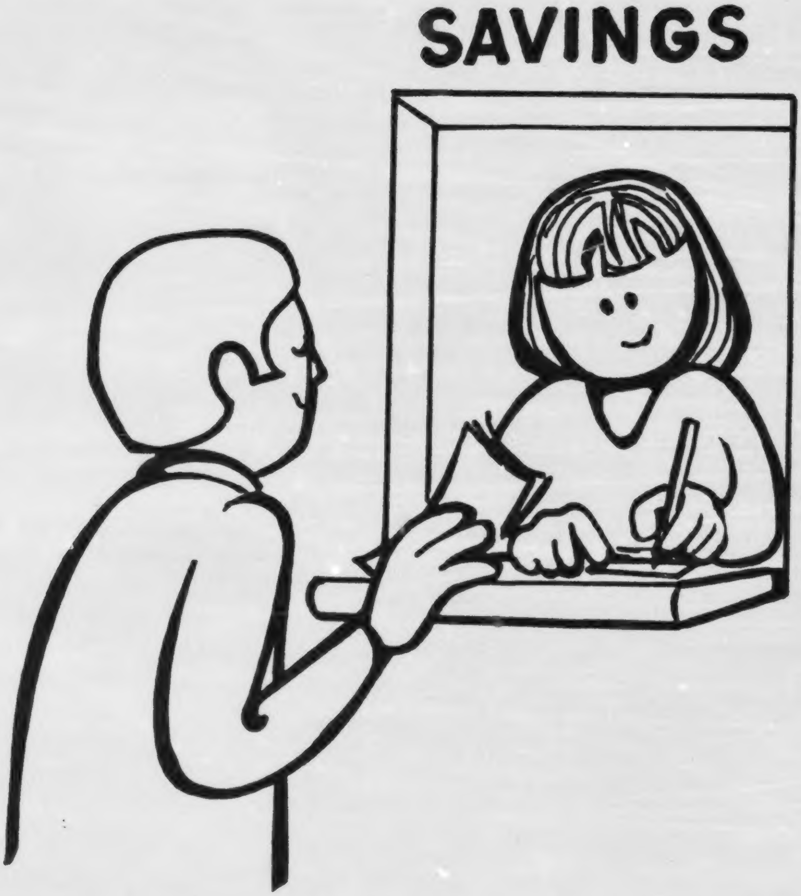

SHIPPING DEPARTME

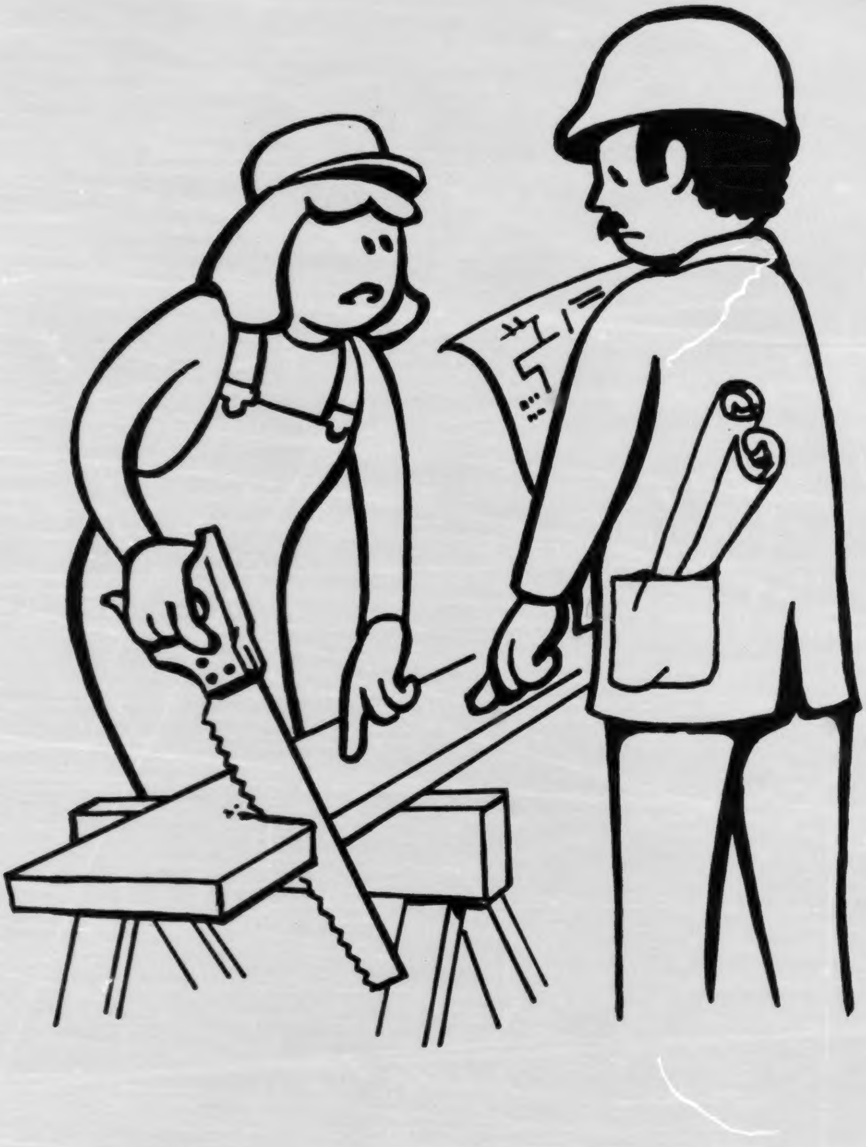


149




TIME-TEL WATCH CO.
EMPLOYEES ONLY

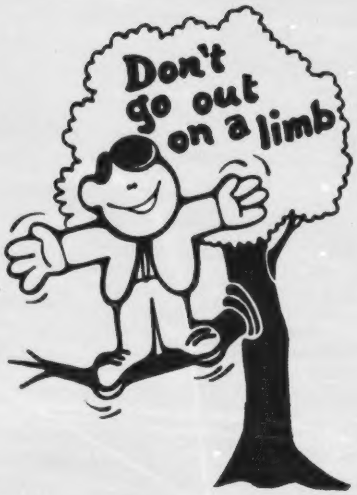

SAVINGS



LESSON 7 OCCUPATIONAL SAFETY

LEAD-IN:

Since 1912, the chance of death or personal injury on the job has been greatly reduced. This reduction has come about because safety procedures, programs, and safeguards have been instigated. It is important that young workers become familiar with safety measures such as habits and attitudes **before** they begin work. They should be aware of hazards and necessary safeguard methods before going on the job.


Don't go out on a limb

FOCUS:

1. To become aware of accident prevention measures used in business and industry.
2. To develop an understanding as to how safety equipment, when properly used, helps to reduce occupational accidents and production lags.

ACTIVITIES:

1. Have each student talk with at least three friends or relatives who work in hazardous jobs. Find out what safety measures are taken in their places of employment. Categorize the findings under the following areas:
    a. Safety programs
    b. Inspections
    c. Instruction
    d. Accident record systems

   Discuss why safety is so important for businesses. Help the students to bring out costs involved with insurance premiums, worker's compensation, insurance, lost time, pain of the worker, etc.

2. Invite a safety officer from a local business or industry to visit the class to discuss causes of occupational accidents and measures taken for their prevention. Discuss with the safety officer unsafe physical conditions, how they are corrected, unsafe personal acts, and measures taken to make people more aware.

3. Students are to select one of the following topics to research and then make an oral presentation to the class. Each topic should name occupations where such safety procedures are necessary:

   Safety clothing
   Improved lighting
   Exhaust systems
   Good housekeeping
   Safety instruction
   Fire prevention
   Water pollution controls
   Air pollution controls
   Safety incentives
   Yearly medical examinations
   Machine safety guards
   Safety inspections

4. Frankie Barnes has been hired as the safety officer of the new Glow Bright Candle-Making Company. Make a list of the safety measures that should be considered before the plant opens. Use the list in Activity 3 to help you. Take another type of business and itemize the safety practices necessary. Be sure to continually stress the responsibility of the worker in preventing accidents.

5. "The Life You Save May Be Your Own." Reflect upon this saying. Then ask the students to write 10 safety rules for a worker in an occupation they know something about. Share the rules with the class and allow them to explain why each rule is important.

6. Choose occupations that are considered to be hazardous occupations. Write these occupations on slips of paper. Students should select one slip for each two people. Give time for students to research the occupations to find out safety measures that have been taken to prevent accidents. Report back to the class.

7. On the WORKSHEET on page 153, a number of hazardous occupations have been listed. Students are to list reasons why those jobs are dangerous. In the third column they are to name measures that may be taken to make the job safer.

8. Some very common jobs in which students in the class may be involved are listed on the WORKSHEET on page 154. They are to think of a possible accident that might involve that person, list it and then tell how a worker could help avoid such an accident. Discuss how carelessness or being in too much of a hurry often causes avoidable accidents. What safety precautions are taken at training stations? Why are WECEP students not allowed to work in some jobs? What suggestions do students have for practicing safety?

9. Take a walking tour of the school grounds. No one is to speak a word. Try to locate all the safety measures that have been taken to prevent accidents. List them when you get back to the class. Now invite the person at the school who is most aware of safety procedures to take the class on a tour to point out specifically what has been done. Which measures were taken specifically because they were mandated by the fire marshall or someone else?

10. Invite the fire marshall to come to school to talk about his or her job. How does a fire marshall train for the job? Is more time devoted to instruction on fire safety or on checking to see that fire standards are met? Where is the fire marshall's office located? How many people are on his or her staff?

Who is strong? He that can conquer his bad habits.
-Ben Franklin

OCCUPATIONAL SAFETY

WORKSHEET 7-7

Don't go out on a limb

Name ______________________________

Date ______________________________

DIRECTIONS: Listed below are a number of hazardous occupations. In the second column list reasons why that job is listed as hazardous. Then in the third column tell what measures might be taken to make the job safer.

HAZARDOUS JOB	HAZARDOUS PARTS OF THE JOB	SAFETY MEASURES TAKEN TO IMPROVE SAFETY
Bridge Painter		
Chemical Plant Worker		
Trapeze Artist		
Coal Miner		
Electric Power Line Worker		
Firefighter		
Police Officer		
Tree Topper		
Radiologist		
Steel Mill Furnace Operator		

OCCUPATIONAL SAFETY

WORKSHEET 7-8

Don't go out on a limb

Name ______________________________

Date ______________________________

DIRECTIONS: No matter what job you have, unless you are careful all the time, accidents may happen. Listed below are a number of jobs teen-agers may have. Think of places at that business where accidents may happen. Name what the worker can do to prevent it from happening.

JOB	ONE ACCIDENT THAT COULD HAPPEN	WHAT SHOULD BE DONE TO PREVENT IT
Floor Mopper at Fast Food Service		
Aide at Nursing Home		
Yard Caretaker for the Neighbor		
Paper Carrier		
Babysitter		
Janitor's Aide at Junior High		
Animal Caretaker at Veterinarian Clinic		
Aide to the Florist		
Busperson at a Restaurant		
Snow Shoveler		

157

LESSON 8 FOLLOWING DIRECTIONS

LEAD-IN:

Employers want to be able to tell the employee what to do and then have the task done in the least possible time. Being able to do what the boss instructs is like following a recipe, or putting a model together by using the instructions. The more tasks that are completed, the more valuable the employee, if completed according to directions given.

FOCUS:

1. To develop the ability to put items in sequential order.
2. To develop skills for following directions effectively.
3. To develop the ability to listen to orders and then ask for clarification.
4. To gain experience in giving and receiving oral directions in simulated work situations.
5. To be able to write and read directives given in simulated work situations.

ACTIVITIES:

1. On the WORKSHEET on page 157 one task has been broken down into parts. Students are to put the parts in order so that the task can be completed. Other activities are provided to assist students in learning to follow directives.

2. Give the following directions slowly and clearly to half of the class. No questions are to be asked during the exercise. (Half of the class are where they cannot hear.)

   "Get a pencil and a sheet of notebook paper. About two inches from the top of the paper, and on the left hand side about one inch from the left edge, draw a three inch line down parallel to the left hand edge. Lift your pencil. Beginning two inches to the right draw a line parallel to the one you drew. Lift your pencil. Half way down on the left line draw a line to meet the right line. These three lines make a symbol.

   Now move to the right of this symbol about two inches. Beginning two inches from the top, draw a three-inch straight line parallel to the right hand edge of the paper. Find the top of this line. Draw a straight line one inch to the left and one inch to the right of the end of the top of the line. Do the same thing again at the bottom of the line. What is the message?

   No doubt some students could not follow the directions precisely. Do the activity again with the other half of the class. Allow them to ask questions to clarify points. Emphasize the importance of asking questions so that directions are completely understood.

3. Ask someone who gives instructions to others to speak to the class. This might be a coach, the head cook, any manager of a business, etc. Ask the speaker to give illustrations of effective and ineffective employees, as far as giving and taking directions. Some questions might include: Do you mind for an employee to ask you questions again after you have given them once? What bothers you most about the way employees follow directions? When do you want an employee to go ahead without asking questions?

4. Suppose you are the director of:

   - Leaping Frogs Day Care Center (Attendant)
   - Yellow Moon Theater (Ticket-Seller)
   - Samuel's Kennel (Pet Caretaker)

   List for your employee (person in parentheses) tasks you want that person to do in the 2 hours they work.

Be sure the directions are clearly written. Give them to a friend to test for clearness. With the friend's help, rewrite the directions making them more understandable.

5. Set up working situations where a telephone message must be written down. Begin with simple situations and increase to more difficult messages where more detailed information must be listed. Critique student responses until the information given is concise, correct, and complete.

6. Blindfold students and, through verbal step-by-step directions, instruct them to:

   - Locate a book in the room

   - Draw some peculiar design

   - Take a contorted body posture
   (Think of others)

   How important was it for the person giving the directives to be very precise? Did the blindfolded person follow the directives given? Were the questions asked relevant?

7. On the WORKSHEET on page 158 directives are given but each one needs some clarification. Students are to decide what questions should be asked before doing the task. Discuss responses when everyone has finished.

8. Have two sets of children's multi-colored blocks. Place a barrier between two students so they can hear each other very clearly, but cannot see each other's blocks. One student will make a design with the blocks and will describe what he or she is doing. The other students will duplicate the design. Set the time limit for 10 minutes. At what points did communication break down? What did the students learn from the activity?

9. Ask students to name ten jobs where major concern is placed upon being able to follow directions precisely. How do these workers come to be experts at taking directions? What part does listening play? Name ten jobs where listening for directions is unimportant.

10. Precisely itemize the specific parts of these tasks:

    -Changing a flat tire
    -Making a bologna sandwich
    -Setting a table
    -Waxing the car
    -Going to the nearest bank
    -Making a cake

We finally figured out a way to make sure the babysitter watched the baby.
We kept it in the refrigerator!
-Robert Orben

FOLLOWING DIRECTIONS

WORKSHEET 8-1

Name ____________________

Date ____________________

DIRECTIONS: Look at the tasks below. Follow each direction carefully.

1. Decide the sequence you would follow to order pants from the catalog.
Number the items from 1 to 6.

——Stamp the envelope

——Thumb through the catalog for possible choices

——Put envelope in mailbox

——Select pants

——Put order form in envelope

——Fill out order form

2. To get ready to open the restaurant, in what order should the following tasks be done?

——Put potatoes in oven to bake

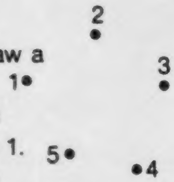
——Make the gravy

——Order potatoes from wholesaler

——Prepare the jello

——Take meat from the freezer

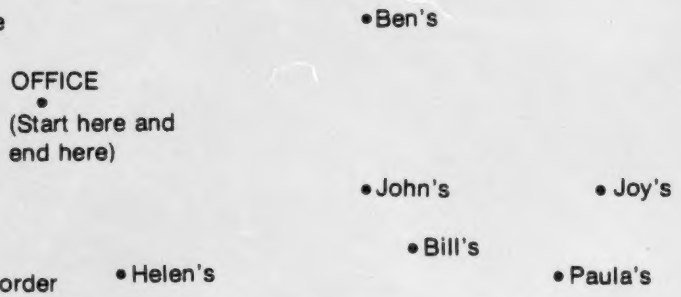
3. What question should you ask after you hear this order: "We must order paper towels for the restroom. Use the Rose Paper Supplies Catalogue and order enough to last 6 months. Have the bill sent to me."



4. On a separate piece of paper, draw a design similar to this one: Draw a line from 1 to 3, from 3 to 5, from 5 to 2, from 2 to 4, and from 4 to 1. Make a square large enough to hold the design. On the left hand edge of the square, extend the line up 1/4 inch. On the left, extend the left line 1-1/2 inches below the square. If you could hold it in your hand and wave it, what would you have?

5. Draw a circle. Cut the circle into six equal wedges. Divide two of these wedges into halves. Color in every other wedge. How many wedges have you colored?

6. Joe is to stop 5 places to pick up time cards. Draw arrows to show the shortest route. Measure the line. What is the length of the shortest route?



7. Mark the top of your paper "N" for North. Write in the other directions, "S," "E," and "W." Put your pencil on the dot below. Go east two inches, south one inch, west two inches, and north one inch. Where are you then?

•

8. Think of a number - just any number. Add 14, subtract 12, multiply by 2, add 4, divide by 2, add 40, subtract 27, add 19, subtract 30, subtract the number you first thought of. Write that number down.

Now take another number and follow the same procedure.

Take still another number and follow the same procedure.

What happens? ____________________

Why? ____________________

____

____

FOLLOWING DIRECTIONS

WORKSHEET 8-8

Name ______________________________

Date ______________________________

DIRECTIONS: Sometimes directions are not given clearly. It is important to ask questions in order to get more information. A number of orders are given below. What questions do you need to ask in order to understand the order? Write the question on the line provided. If the order is clear, write "No information needed."

1. "Will you please take the list to the principal's office?"
2. "Erase one chalkboard, please."
3. "The flowers in the red containers need to be fertilized."
4. "Please check the dates of expiration on the fire extinguishers. Then call the company to come service those whose dates have expired."
5. "We are about out of hamburger patties. Would you take some out of the freezer to thaw?"
6. "I need one roll of pennies. John, they are in the top right hand drawer in the office. Could you go get them for me now?"
7. "Kirk, can you work as a busperson tomorrow?"
8. "Please give Mr. Smith his change. He bought 2 sacks of wheat at $5.40 a sack."
9. "Bill, (in a nursing home) will you take Mrs. Pauling this telephone message?"
10. "I would like the grass cut, the hedge trimmed, and the weeds pulled. (You should ask at least 3 questions, maybe more)."
11. "After you finish mowing the grass, cutting the hedge, and weeding the flowers, what other questions might you need to ask?"

LESSON 9 JOBS ARE NO LONGER MALE OR FEMALE

LEAD-IN:

In 1963, the Equal Pay Act provided that men and women who perform equal tasks shall be paid equal wages. In 1964, Title VII of the Civil Rights Act (Amended in 1972) prohibited sex discrimination in hiring, firing, wages, fringe benefits; classifying, referring, assigning or promoting privileges; extending or assigning use of facilities; training or any terms, conditions or privileges of employment. As of 1972, Title IX of the Educational Amendments prohibits sex discrimination in educational institutions receiving any financial aid from the Federal government.

FOCUS:

1. To assist the student to understand the meaning of sex role stereotyping of jobs.
2. To enable students to label jobs as "female sex role stereotyped," "male sex role stereotyped" or "neutral."

ACTIVITIES:

1. Find the meaning of the term, "sex role stereotyping." Interview teachers, students, parents, and friends to determine what the term means to them. Reach a consensus. Write the definition on the board. It might be something like, "Labeling a job as belonging to just one sex without just reasons."
2. Introduce these terms:

   -Sex role stereotyping
   -Neutral job roles
   -Female sex roles stereotyped
   -Male sex roles stereotyped

   Provide some old magazines and allow the students to search through for pictures which portray stereotyping. Such roles might include female nurses, kindgergarten teachers, secretaries, and male business executives, electricians, mail carriers, etc. Glue these pictures depicting stereotypes on a large piece of paper under such a heading as, "Not Necessarily So Anymore." Find pictures which portray women in once male jobs and males in once female jobs. Glue these pictures on a separate sheet of paper entitled, "New Job Opportunities for Both Men and Women." You may want to have an additional sheet for "Neutral Occupational Roles," that illustrates jobs which have always been open to both males and females.
3. List two jobs that are thought of to be traditionally male (mechanic, chef, pilot, etc.) and two jobs that are traditionally female (nurse, airline attendant, secretary, etc.) Divide into small groups and have the students list the duties of each job. Take these lists the students have made and go over them one by one. Determine if each duty could be done by the opposite sex. Then try to find jobs which could not be done by both sexes. They will be surprised to find that very few jobs demand workers of one sex or the other.
4. Write a short short story on one of these non-traditional occupations or think of a topic of your own.

   a. Husband-Wife Team as Long-Haul Truckers
   b. A Male Homemaker
   c. A Male Nurse
   d. A Female Welder
   e. A Female Business Executive
   f. A Male Kindergarten Teacher
   g. A Female Plumber

5. Ask some person who is in a non-traditional job to talk to the class about his or her job. Discuss problems, adjustments, advantages, disadvantages, etc. that person has faced.

6. The WORKSHEET on page 161 involves a puzzle which lists forty jobs often stereotyped as either male or female. Use this puzzle as a springboard to discuss how both males and females can equally have about any job they want. Involve the students in a discussion about the future working force with regard to men and women competing for the same jobs. Challenge them to think of at least one non-traditional job which interests them.

7. On the WORKSHEET on page 162, students are asked to decide which of the three laws listed has been violated. After completing the worksheet, discuss incidents students are aware of where rights of people have been disregarded. What should be done when a law has been violated? What legislation or court cases are currently being discussed? What has beent he impact for altering sex roles?

8. Ask half of the students to describe or make collages of the ideal woman or the ideal man; the other half of the class should describe or make collages of the typical woman or the typical man. Why do people often choose to be typical rather than try for the ideal? Who does the most influencing? How have times changed? What can be expected to be the status of career roles in the year 2000? Why?

9. Have females pretend they are males and plan their future. Reverse for males. Stress taking a stand which is free of stereotyping of sex roles. Why is it important that both males and females have a chance to have the careers of their choice instead of staying with tradition. What workers do students see around them which have non-traditional jobs?

10. Write one sentence for each of these statements:

    "What I like best about being a girl (boy)"

    "What I hate most about being a girl (boy))"

    "What I like most in girls (boys)"

    "What I hate most in girls (boys)"

    Discover what each student sees as important in their own sex. You might reverse the activity so that students would think about the opposite sex. What stereotypes show themselves? Discuss places where students would be happier if they could leave behind traditional role expectations.

Reach for the high apples first; you can get the low ones anytime.

JOBS ARE NO LONGER MALE OR FEMALE

WORKSHEET 9-6

Name ______________________________

Date______________________________

DIRECTIONS: Listed below are a number of jobs which were once stereotyped as either male or female. Circle the jobs in the puzzle. Job titles may be found vertically or horizontally.

AUTO MECHANIC
BANK TELLER
BARBER
BEAUTICIAN
BRICKLAYER
BUSDRIVER
CARPENTER
CHEF
CHEMIST
CONDUCTOR
DENTIST
ENGINEER
FARMER
FIREFIGHTER
FORESTER
JEWELER
JOCKEY
JUDGE
LAWYER
LIBRARIAN
LOCKSMITH
MAID
MAIL CARRIER
MEAT CUTTER
MINER
MINISTER
MODEL
NURSE
ORDERLY
PILOT
POLICE OFFICER
PRINTER
ROOFER
SECRETARY
SHOE REPAIRER
SURVEYOR
TELEPHONE OPERATOR
TRUCKER
VETERINARIAN
WELDER

S T R U C K E R U M F O R E S T E R
H E N V P O S R V A W M I N E R O O
O L B E A U T I C I A N Y G C S R O
E E M T O T W E L D E R L I R U D F
R P M E A T C U T T E R I N E R E E
E H L R M I N I S T E R B E T V R R
P O L I C E O F F I C E R E A E L Z
A N K N X J E W E L E R A R R Y Y C
I E J A B U S D R I V E R B Y O A H
R O B R I C K L A Y E R I N U R S E
E P R I N T E R C H E F A R M E R M
R E B A N K T E L L E R N J O G D I
I R H N C O N D U C T O R O D L E S
P A U T O M E C H A N I C C E A N T
I T F I R E F I G H T E R K L W T A
L O C K S M I T H J U D G E C Y I B
O R M A I L C A R R I E R Y D E S E
T C A R P E N T E R B A R B E R T F

Ability is of little account without opportunity.
-Napoleon

JOBS ARE NO LONGER MALE OR FEMALE

WORKSHEET 9-7

Name ____

Date____

DIRECTIONS: Three laws make sex discrimination illegal. These laws say:

A - Equal pay for equal jobs (Equal Pay Act of 1963).

B - You cannot be hired, fired, classified, promoted, etc. on basis of your sex. (Title VII of the Civil Rights Act of 1964).

C - Schools which receive money from the Federal government cannot treat the sexes differently. (Title IX of the Educational Amendments of 1972).

Look at the statements below. Which law, A, B, or C, is being violated?

___ 1. John is not hired as a legal secretary because all the other employees are women.

___ 2. Nancy and Bob are both dental technicians doing exactly the same work but they do not receive the same wages.

___ 3. Even though Barbara is an excellent baseball player, she is denied a position on the school team.

___ 4. Even though Opal, a cleaning supervisor in a large building has worked there for 20 years, she receives less pay than her friend, Al, who has been working there for only 15 years.

___ 5. Bonnie wants to take an auto mechanics class to know how to repair her car. She is not allowed to take the class.

___ 6. Even though Bill had more training, experience, and skills, Mae was promoted to head nurse.

___ 7. Betty Lou has a history of safe driving. She was denied a job as a Greyhound bus driver.

___ 8. Paul and Ann, fourth graders, were caught cheating on a test. Paul was spanked; Ann was sent to sit in the library.

___ 9. Ed and Bea are cooks at the Ritz Hotel. Ed is promoted to chef because people think men make better chefs than women.

___ 10. Ted, Grant, and Carol all started work at Happy Harry's Hamburger Hideout on the same day. Ted and Grant now earn 20c an hour more than Carol even though they all do the same work.

___ 11. Have you heard about one of these three laws being violated?

___ 12. Which one?

___ 13. If so, what was the situation?

Don't wait for your ship to come in. Row out and get it!

PART B

UNDERSTANDING MYSELF

Be at war with your vices,
at peace with your neighbors,
and let every new year find you a better man.
-Ben Franklin

167

LESSON 10 WHO AM I?

LEAD-IN:

Even though people in a crowd seem to be all alike, each person holds a set of characteristics all of his or her own. Because of these different characteristics, each person functions in a certain way, and in that way makes a contribution to society.

Basic to finding one's unique characteristics in order to capitalize upon them, is to identify realistically bits and pieces of his or her personality.

FOCUS:

1. To identify basic characteristics of one's own personality.
2. To assist students to understand that employers place as much importance on the personality of an employee as they do on skills and training.

ACTIVITIES:

1. Discuss the following topics:
    a. What is personality?
    b. What is character?

    Find the meaning of:
    a. Sincere
    b. Dependable
    c. Humble
    d. Criticism
    e. Integrity
    f. Hostile
    g. Destructive
    h. Affectionate
    i. Rationalize
    j. Motive

    To make the definitions come alive, divide the students into groups. Each group is to dramatize an employee with that characteristic, and an employee who needs to practice achieving it. Discuss how someone can go about strengthening characteristics which are weak.

2. As a class, list ways that all of the students in the class are alike. In order to proceed, lump physical features together with one or two statements. Try to get the students to think about temperaments, abilities, interests, values, goals, etc. When as many similarities as possible have been listed, distribute the WORKSHEET on page 167. These sheets are to assist students in identifying their differences. Be sure to talk with each student when the sheet is completed.

3. Assist students to develop a process for strengthening weaknesses using this procedure:
    a. Determine what the problem is.
    b. Look at self to determine where fault might lie.
    c. Develop several possible solutions to the problem.
    d. Try out one of these new plans.
    e. Determine if new plan works as you have tried it, if it needs to be changed some, or if it needs to be discarded completely and a new approach taken.

4. Study the following character traits. Know their meanings.

    Dependable
    Posture
    Loyal
    Enthusiastic
    Forgive
    Cooperate
    Healthy
    Accurate
    Criticism
    Tact
    Judgement
    Speedy
    Flexible
    Patient
    Punctual
    Honest
    Willing
    Trust

Use the WORKSHEET on page 168 as a self-help activity. You may want to rate each of the students on the same characteristics and then compare your responses with those of the student. Make a list of the characteristics needing improvement, and work with each student to strengthen weak characteristics.

5. Read this jingle.

"Self-confidence"

If you think you are beaten, you are.
If you think you dare not, then don't.
If you'd like to win, but you think you can't
It's almost a cinch you won't.
If you think you'll lose, you're lost;
For out in the world we find
Success begins with a fellow's will...
It's all in the state of mind.

-author unknown

Name some famous people who exhibit great self-confidence. How did being sure of oneself help that person succeed? How does one go about gaining a positive attitude about self?

6. Ayn Rand wrote a book, *Selfishness is a Virtue*. What does she mean? At what times does one have to put self first? Contrast the idea, "I cannot expect others to carry the whole load," with the concept, "I cannot do everything all by myself." Under what circumstances are each valuable concepts? When can each be dangerous?

7. Ask students to bring their baby pictures to class. Number the pictures and put them around the room. Have students try to identify each picture. Discuss: How have physical characteristics changed since childhood? Do character traits change? What influenced their changing? What has been the greatest change element in each of your lives?

8. Select one student to be "Kid for the Week." That student is to bring pictures, hobbies, precious possessions, choice of a guest to visit class, etc. Pay special attention to that student each day during the week. One day eat lunch together, just the two of you.

9. Suppose you are at the lake. Someone you do not know is drowning. Since you are not a good swimmer, should you go to the rescue? What would your parents want you to do? People often act on instinct rather than thought. Why do we hear so much today about not wanting to get involved?

10. Provide various types of magazines. Ask students to make collages which describe themselves. Label and display.

If you'd have a servant that you like, serve yourself.
-Ben Franklin

SELF-INVENTORY

WORKSHEET 10-2

Name ________________________________

Date ________________________________

DIRECTIONS: Think about yourself. Answer the questions below. Talk with your teacher about your answers.

I. **Scholastic Record:** (Examples: History, Math, Science, Language, Home Ec., and others).

A. My two favorite subjects are:

(Subject)	(Reason)
1. ____________________	____________________
2. ____________________	____________________

B. My two least favorite subjects are:

1. ____________________	____________________
2. ____________________	____________________

II. **Personal Data:** (Examples: athletics, movies, parties, traveling, knitting, TV, concerts, reading, fishing, cooking, talking, working on cars, and others.)

A. I am interested most in:

____________________ and ____________________

B. My outstanding accomplishments are in:

____________________ and ____________________

C. My favorite activities in school are:

_____Athletics _____Movies _____Parties _____Traveling _____Knitting _____TV _____Concerts

_____Reading _____Fishing _____Cooking _____Talking Name any others ____________

D. My favorite activities outside of school are: ____________ and ____________

E. When I think about parents, brothers, sisters, teachers, and other, I get along best with ____________________

F. To sum up my health, I would say I am in ____________ health.

G. My main weaknesses are that I am: ——Careless ——Lazy ——Moody ——Absent-minded ——Immature ——Naughty ——Slow Name any others ____________

H. The two things that I value most are:

——School ——Possessions ——Family ——Friends

——Church ——Leisure ——Money ——Home Name any others ____________

I. Two activities that I would like to participate in but have not been able to are ____________________ and ____________________.

III. **Occupational Interests**

A. Three job fields that are of interest to me are:

1. ____

2. ____

3. ____

WHO AM I?

WORKSHEET 10-4

Name ______________________________________

Date_______________________________________

DIRECTIONS: Below are statements about character and social traits. Think about yourself. Be honest. Rate yourself in the following way:

A = Always
B = Usually
C = Sometimes
D = Seldom or never

____ 1. I am **dependable.** I do things without being told to do them. I am there when I am needed.

____ 2. I am **punctual.** I complete my work on time and get to my classes on time.

____ 3. I **cooperate** with others. I work to help the group complete its work.

____ 4. I show good **judgement** and use common sense. I get the facts and look things over before I decide what to do.

____ 5. I am **neat** and **clean**. I keep my body and clothing clean. Things I work with are also kept clean.

____ 6. I have good **posture.** I walk, sit, and stand without slouching.

____ 7. I **speak well.** I say my words clearly and loudly enough to be heard.

____ 8. I am **healthy.** I am not sick very often.

____ 9. My work is **accurate.** I am careful not to make mistakes. I listen closely to instructions.

____ 10. I am **speedy.** I can get my work done quickly.

____ 11. I am **flexible.** I do not get upset or confused by changes in my life. I can quickly learn to work with new people, places, and things.

____ 12. I am **honest.** I do not lie, steal, or waste materials.

____ 13. I am **loyal** to my friends. I help those who depend on me and stick by them when they need me.

____ 14. I show **tact.** I say the right thing at the right time and do not hurt people by thoughtless remarks.

____ 15. I **trust** other people. I think most people are good and will be of help to me.

____ 16. I am a hard and **willing worker.** I am eager to work long and hard to get something done.

____ 17. I am **enthusiastic.** I am willing and ready to try new things.

____ 18. I can **forgive** others. I do not hold a grudge.

____ 19. I can take **criticism** from others. I do not get mad easily when someone tells me what I did wrong.

____ 20. I am **patient.** I can wait my turn without pushing or shoving to get in front of others.

LESSON 11 MY INTERESTS, ABILITIES AND GOALS

LEAD-IN:

INTERESTS are those activities which you enjoy or think you would enjoy.

ABILITY, also known as aptitude, is the brain power you are born with that helps you learn a skill.

A *GOAL* is the purpose for any action.

SHORT-RANGE GOALS take little planning and come to pass in a short time.

LONG-RANGE GOALS require planning and time to be achieved.

FOCUS:

1. To become faimiliar with the meanings of each of these words or phrases:
   - a. Interests
   - b. Abilities
   - c. Short-range goals
   - d. Long-range goals

2 To develop an understanding as to how interests, abilities, and goals affect job choices.

ACTIVITIES:

1. In the class group, discuss the meanings of the four concepts: long-range goals, short-range goals, interests, abilities.

2. Role play the following situations to illustrate short-range vs. long-range goals:
   - a. Impulsive buying vs. budgeting
   - b. Taking a long trip
   - c. Shopping for groceries
   - d. Selecting high school courses
   - e. Choosing a career

3. Divide poster boards into six sections. Each student is to show the various stages of his or her life in relation to life-long career goals. Sections might include the following ages:
   - High school
   - 18-22
   - 23-35
   - 36-50
   - 51-65
   - Retirement

4. Read, as a class, the story on the WORKSHEET on page 171. Break into smaller groups to do the discussion questions. Return to the large group to discuss the responses as well as any other points the student may bring out about Joe. Use Joe as a point for students to express feelings about themselves.

5. On the WORKSHEET on page 172, students are to think about a number of jobs. In the right hand column ten abilities are identified. Students are to think of the occupation and decide which abilities are needed. Discussion of abilities should follow.

6. Administer an interest inventory test, such as SRA, Ohio Interest Survey, P.I.E. (requires no reading), or the Kuder Record. Discuss results with each student.

7. Ask each student to list 10-12 occupations that he or she would be interested in exploring. List these on the left-hand side of the paper. Write "Abilities Needed" in the second column. In the third column write, "Abilities Needed That I Have." Make sure that students see themselves realistically.

8. Take each of the following situations. What short-range goals should be met along the way in reaching the goal of the future (long range goal)?

   -Paying cash for a new car.

   -Having a Church wedding next summer.

   -Becoming a foreign exchange student next year.

   -Getting a two-year certificate in dental hygiene.

   -Qualifying for a law enforcement position which means losing fifty pounds.

   Think of other plans in the future which have to have planning and short-term progressive goals.

9. Name a specific person and point out their interests, abilities, and goals.

   -The president of the United States

   -A TV star

   -A famous athlete

   -The governor

   -The mayor of your town

   -The principal of your school

   -The teacher-coordinator

   -Someone in the class

10. Discuss how the goals of a criminal differ from those who obey the laws?
    How can one be sure that the goals set are within the limits of the law?
    Can short range goals be evaluated to assure that long range goals are kept within the bounds of the law?
    Can someone used to breaking the law, set short range goals to alter that lifestyle? How?

Hide not your talents, they for use were made: "What's a Sun Dial in the shade?"
-Ben Franklin

MY INTERESTS, ABILITIES AND GOALS

WORKSHEET 11-4

Name ________________________

Date ________________________

A Case Study

Story

Joe is 20 years old and has just quit his job as a baker's helper. He became tired of the late night work and did not feel he could ever get ahead in this job.

Joe did not like school, but did manage to stay until he graduated. While in high school, Joe's highest grades were in shop classes. He especially liked making wood cabinets and gun racks in wood shop. He also likes metals and welding classes and got C+ grades in them.

Joe has always liked work which involves doing things with his hands. After taking a cooking class in high school, he found he enjoyed cooking and was pretty good at it. When he was 16, he got a part-time job as a dishwasher, then as a busperson, and finally as a fry cook's heoper.

Joe has trouble reading which caused problems at his bakery job when he needed to read the recipes. He also has low math and English skills which limit many of the jobs he can handle. He enjoys hunting and fishing, and likes to customize cars when he has the time. His interest tests show that he likes (1) the outdoors, (2) artistic activities, (3) mechanical things. His low interests are computation and social service. Joe has very high abilities in physical strength and coordination. He has good use of his hands and fingers and is about average in mechanical ability.

Joe's attendance record at school was poor but it did imporve a little during his senior year. He really does not want to go to school any more but he would like a job which has better hours and higher wages than his job as a baker's helper. His job goal is to find a job where he can earn at least enough money to buy the things that he needs -- food, clothing, housing, etc.

Discussion Questions

1. What are Joe's major interests (likes)?

a. ________________________ c. ________________________

b. ________________________ d. ________________________

2. What are some of Joe's high abilities (skills)?

a. ________________________ c. ________________________

b. ________________________ d. ________________________

3. What are some things that might keep Joe from getting a highly skilled and high paying job?

a. ________________________ c. ________________________

b. ________________________ d. ________________________

4. Suggest some jobs for which Joe might have both the skills and interests.

IDENTIFYING ABILITIES

WORKSHEET 11-5

Name ______________________________

Date ______________________________

Jobs require different skills and abilities. You know you are better at some things than you are at others. No person is good at everything; no person is bad at everything. It is important to know what your high abilities are and what your low abilities are.

DIRECTIONS: For each of the jobs listed, find the abilities that a person would need in that job in order to be a successful worker. You may use the **Occupational Outlook Handbook,** or some other job information source. **There will be more than one ability listed for each job.**

ABILITIES

A. **Physical** -- good coordination and strength
B. **Manual dexterity** -- good at working with your hands, sewing, fixing things
C. **Mechanical** -- can work with machines
D. **Clerical** -- speed and accuracy with numbers
E. **Social** -- able to get along with others
F. **Artistic** -- good at drawing or sketching
G. **Musical** -- able to sing, play an instrument
H. **Verbal** -- able to read, write and speak well
I. **Numerical** -- able to work with numbers
J. **Reasoning** -- able to think through and solve problems.

JOBS

1. ______ Firefighter
2. ______ Auto Body Repair Person
3. ______ Carpenter
4. ______ Typist
5. ______ Retail Salesperson
6. ______ Receptionist
7. ______ Forklift Operator
8. ______ Bookkeeper
9. ______ Diesel Mechanic
10. ______ Flight Attendant
11. ______ Barber
12. ______ Chef
13. ______ Singer
14. ______ Lawyer
15. ______ Telephone Operator
16. ______ Welder
17. ______ Janitor
18. ______ Nurse Aide
19. ______ Keypunch Operator
20. ______ Florist
21. ______ Bus Driver

22. I believe that my 3 strongest abilities are these: (See A-J above).

______________, ______________, and ______________

23. Probably my 3 weakest abilities are these: (Also see A-J above).

______________, ______________, and ______________

If at first you don't succeed, you're about average.
-Fat Albert

LESSON 12 GETTING ALONG WITH PEOPLE

LEAD-IN:

More people lose their jobs because they cannot get along with others, than because they do not perform the skills required. Snobbishness, quarreling, and gossiping are three activities workers must avoid. Getting along with others is not always easy. Often one must work as hard at getting along with others as they do with the job itself.

FOCUS:

1. To understand the importance for getting along with others in all situations, including work.
2. To be able to identify methods for keeping situations amiable.

ACTIVITIES:

1. Make a list of guidelines for getting along with others. Some examples might include, but, not be limited to:

   -Treat others as you wish to be treated
   -Do not gossip
   -Be cheerful
   -Avoid sarcastic remarks about other people
   -Be a good listener
   -Practice good manners at all times
   -Rudeness never "pays off"
   -Maintain good health

2. Make posters to illustrate situations discussed in Activity 1. Allow each student to "tell the story" behind his or her poster. Discuss. Then hang posters where they will be seen by other students in the school.

3. When a mutual trust has been established among class members, have a "true confession" session to discuss these topics:

   -How you keep the same friends for years.
   -Ways to adapt yourself to those who are younger, older, or who have different backgrounds.
   -How one should feel when a friend has a stroke of good luck.
   -Methods for forcing yourself to be pleasant to others
   -Necessity for admitting that you made a mistake.
   -Win or lose: Ways to show good sportsmanship.
   -How to be able to listen to advice as well as give it.
   -Ways for being considerate, understanding, and tactful for the feelings of others.
   -Skills on how to take praise and good fortune without getting a big head.
   -Things to remember when it is necessary for you to play "second fiddle."

4. Hand out the WORKSHEET on page 175. You may want to discuss possible implications of each statement as the students decide about themselves. Or, you may want to set the frame of reference in one of these settings: home, school, or work. It might be interesting to do the activity twice and take a different frame of references. No matter which way is selected, discuss with each student No. 21.

5. Each student is to write a case study about a situation where getting along with others is a problem. Stress to the class that they should write hypothetical cases to avoid embarrassment. After you have assisted each one to write with correctness and clearness of thought, have them read their cases to the class for discussion.

6. The WORKSHEET on page 176 gives some situations where trouble might result if the situation is not handled properly. After the students have had time to think and have written their responses, divide the class into groups and role play the incorrect and correct ways to handle the situation.

7. Invite an employer, social worker, psychologist, and counselor to talk to students about importance of getting along with people and why some people have trouble keeping friends.

8. Through discussion try to determine what types of people are the hardest to get along with. Ask for students to describe characteristics (but not name persons) of people who disturb them. Point out ways for meeting the situation. Ask students to describe feelings within themselves when anger is mounting. Do their stomach muscles tense up, do they get hot, do they feel their eyes racing from place to place? Discuss how one can control feelings of anger and resentment when personal conflicts arise.

9. Divide the class into groups of three or four students. Each group is to think of a situation where disturbing activities took place. Without identifying people, ask them to role play the situation as it was. Then break the scene, talk about what happened, and role play the situation in a way that might have prevented people's feelings from becoming hurt.

10. How should these situations be handled?

    -A worker who is not as busy as you, wants to talk which keeps you from doing your work.

    -Some people like the room warm; some like it cooler.

    -Each worker is to take a turn mopping the floor; one worker never does a good job if he does it at all.

    Make up other similar work situations where getting along peacefully is not easy but takes concentrated effort.

We can get mighty rich, but if we haven't got any friends, we will find we are poorer than anybody.
-Will Rogers

GETTING ALONG WITH PEOPLE

WORKSHEET 12-4

Name ______________________________

Date ______________________________

DIRECTIONS: Read each statement below. Mark the column which best describes your feelings. Be honest.

	Usually	Sometimes	Never
1. I find it easy to talk with people my own age.	______	______	______
2. I keep the same friends for several years.	______	______	______
3. I try to make new friends, too.	______	______	______
4. I try to understand why people act as they do.	______	______	______
5. I feel comfortable talking with people of the opposite sex.	______	______	______
6. I repeat only the good things I hear about others.	______	______	______
7. I try to say things just as they are rather than make big stories to gain attention.	______	______	______
8. I look beyond appearance to see what a person is really like.	______	______	______
9. I show an interest in what other people are saying.	______	______	______
10. I let other people do as much talking as I do.	______	______	______
11. I keep my promises.	______	______	______
12. I stay to finish a job even when others leave early.	______	______	______
13. I work as quickly as I can without bothering other workers unnecessarily.	______	______	______
14. When others give me directions, I listen carefully and ask only the questions I need to ask.	______	______	______
15. I am cheerful even when things have not gone well for me.	______	______	______
16. When there is a misunderstanding, I try to get it straightened out before anyone gets angry.	______	______	______
17. I try hard to please everyone around me.	______	______	______
18. I try to be honest in all things.	______	______	______
19. When others treat me badly, I try to overlook their actions.	______	______	______
20. I try to avoid arguments.	______	______	______

21. Three statements listed above that I need to improve are:

(1) ______________________________

(2) ______________________________

(3) ______________________________

GETTING ALONG WITH OTHERS

WORKSHEET 12-6

Name

Date

DIRECTIONS: Suppose you come upon each of the following situations. What should you do? Write your answer on the line.

1. You saw Mr. Smith and Mrs. Jones, who work in your office, having lunch together.
2. You feel grumpy. Alice says, "Hi."
3. Joe whistles all the time. You cannot think.
4. You promise to work on Saturday but Ann asks you to go shopping.
5. Marvin interrupts all the time when you are talking.
6. Art asks you to do his work so he can go fishing.
7. You want to get into a group, but they do not want you.
8. Mae said one thing; you know what she said is not true.
9. Bill and Jim called you a name which you do not like.
10. You work with an older lady who loves to talk about her grandchildren.
11. April asks dumb questions all the time.
12. Two of the people you work with are angry at each other because of a misunderstanding. You know the whole story.
13. Mary wants you to help her; Tom needs your help, too, at the same time.
14. The boss is in a bad mood. You want the week-end off.
15. The smoke from your friend's cigarette bothers you.

LESSON 13 SCHOOL SUBJECTS AND JOBS GO HAND-IN-HAND

LEAD-IN:

Very often students, especially those who do not do well in school, think that once they get out of school, they will never again need to read, write, add, subtract or do any of those "undesirable activities" they had to do in school. But what job is there that requires no academic skills? What chance is there for advancement if academic skills are weak?

TV
TV REPAIR

FOCUS:

1. To help students see that an educational background, needed for various jobs, comes from subjects taught in school.

2. To develop a brief description of each subject taught in school and to determine of what each consists.

ACTIVITIES:

1. Go to the office and get a list of all subjects taught in your school. Use these department categories:

   - Mathematics
   - Science
   - Social Studies
   - Language
   - Industrial Arts
   - Home Economics
   - Physical Education
   - Business

   Categorize all courses offered under these headings.

2. Invite someone from each department in the school to give brief descriptions of each course and head a discussion on job opportunities in each field. Be sure the speakers discuss occupations at various levels and spell out subject matter skills needed at each point.

3. After students are aware of courses offered at your school, give them the WORKSHEET on page 179. Be ready to give assistance, especially with the last three questions, to help students relate school subjects with the real world.

4. To emphasize reading, writing, and speaking skills, provide the WORKSHEET on page 180. At first students are apt to say that workers only use verbal communication in most jobs. Use job analysis skills to determine the need for other communication abilities.

5. Visit one business. Ask to have 15 minutes where the students merely sit and watch the workers. Without speaking and with the course outline in front of them, have each one list all the academic skills used by the workers. (A business where many activities are taking place in a localized area will be more interesting.) After this activity, discuss with the tour guide academics needed by workers.

6. Visit an Area Vocational Center. Discover if courses are different from those taught at the high school. What specialized courses are offered? Discover if students at the Vocational Center need background courses offered at the high school. What are the advantages of going to an Area Vocational Center? What are the disadvantages? Who decides if a student will attend the center.

7. Divide the class into two teams. The teacher-coordinator will name a school subject such as "Math." Team A will form a huddle to try to think of a job that requires **no use** of math. When Team A has decided upon a job, Team B will organize a rebuttal to think of times math skills would, in fact, be required. Team B will then think of a job where no math skills are required and Team A will respond with times math skills are needed. Award one point to the team who comes closer to discovering a job without the mentioned skill. Continue the game but point out from time to time the difficulty in finding jobs which require no use of certain academic skills.

8. Interview a parent, a relative, or a neighbor. Find out about the job they do. Ask them if they use reading, math, writing, etc., skills. Be sure to find out what courses they took in school which now help them most. What courses and skills do they wish they had had?

9. Ask students to decide upon a favorite TV show and specify a time for everyone to watch it. This time, they are to list each worker and notice the skills used which they would have learned in school sometime. For example: a police officer recites a law to a criminal. The officer had to attend some school some time to read the law (and many others) and spend time memorizing it. They have taken courses to learn how to project forceful and affirmative speech patterns. They have taken special driving courses, etc. Ask students to follow this pattern for each of the jobs shown in the TV program.

10. Give this example: Jay, now 21, is looking for a job. He has tried several jobs such as working in a shoe factory, stock clerk at a grocery store, gas station attendant, and lawn work. His real interest is in auto mechanics, he thinks, but he does not have any specialized skills as yet. He would like to get married but he is not even making enough money now to live on himself. It seems to Jay that there is no hope for him. The idea of going back to school is a horrible thought; he dropped out when he was 16 because he was doing failing work. What should Jay do? What opportunities should he look into? Project ideas as to what assistance might have been offered to Jay at age 16 which he did not take? What can he do now?

There is nothing so stupid as an educated man if you get him off the things he was educated in.
-Will Rogers

SCHOOL SUBJECTS AND JOBS GO HAND-IN-HAND

WORKSHEET 13-3

Name ______________________________

Date______________________________

DIRECTIONS: Listed below are course titles. Some jobs require special skills. If you can say you have the skills, you are more apt to get the job. Match the skill needed with the class you may have taken which teaches that skill best.

a. Auto Mechanics
b. General Math
c. Woodworking
d. Writing Skills
e. Plants & Animals
f. Pottery
g. Spanish
h. Typing
i. Short Stories
j. Band
k. Bookkeeping
l. Consumer Education
m. Clothing Construction
n. Child Care
o. World History
p. Biology
q. Foods
r. Speech
s. Softball
t. Swimming

—— 1. You need to add up items at the neighborhood grocery store. (Checker)

—— 2. You are to give a pep talk to the other salad makers. (Head salad maker at the Holiday Inn)

—— 3. You need to write a letter of application. (Any job)

—— 4. You are to keep records of income and expenses at McDonalds. (Assistant manager)

—— 5. You will help build cabinets as a summer job. (Carpenter's helper)

—— 6. You would help with the Head Start pre-school program. (Teacher aide)

—— 7. Some of these kids are migrant worker's children. (Language teacher)

—— 8. You want to get some experience by helping your brother change the engine in his car (Mechanic's helper)

—— 9. You cannot afford to buy all the clothes you are required to have; you make them. (Office receptionist)

—— 10. You barely make enough money to live on. It is essential that you wisely use the money you earn. (Any job)

—— 11. What job do you have now, or what is one you are interested in getting?

____

12. Go down the list, from "a" to "t." Which classes might help you with skills you need for that job?

____

13. What courses should you take that are not listed? ______________________________

____

SCHOOL SUBJECTS AND JOBS GO HAND-IN-HAND

WORKSHEET 13-4

Name ______________________________________

Date_______________________________________

DIRECTIONS: Nearly every job requires reading, writing and speaking skills. Listed below are jobs many young people have at one time or another. Name three times when reading, writing and speaking skills are needed.

JOB	READING	WRITING	SPEAKING
Example: Sales Clerk (Retail Store)	1. Instructions for use 2. What product is made of 3. Catalogs	1. Special orders 2. Item return slips 3. Daily account sheets	1. Giving directions 2. Talking with customers 3. Answering phone inquiries
Fast Food Worker	1. 2. 3.	1. 2. 3.	1. 2. 3.
Child Care Attendant (Babysitter)	1. 2. 3.	1. 2. 3.	1. 2. 3.
Stock Clerk	1. 2. 3.	1. 2. 3.	1. 2. 3.

And there are some everyday activities where you must have a good use of reading, writing and speaking skills. List **one** place where reading, writing, and speaking are important.

ACTIVITY	READING SKILL NEEDED	WRITING SKILL NEEDED	SPEAKING OR LISTENING SKILL NEEDED
Using a car			
Filing income tax			
Keeping an apartment			
Getting a job			
Going shopping			
Buying car insurance			

LESSON 14 MY WRITING SKILLS

LEAD-IN:

Many students believe that writing skills are only needed by authors, college professors, and English teachers. It is hard to convince them that in nearly every occupation, the worker needs to be able to write:

-The auto mechanic must write out a readable order for the parts person.

-The secretary must be able to recognize correct and incorrect spelling.

FOCUS:

1. To aid the student to understand that a large part of school or job success depends upon one's ability to express himself or herself and often that expression may be on paper.
2. To assist students in improving basic writing skills necessary for getting and keeping a job.

ACTIVITIES:

1. Develop a WECEP newspaper to distribute to faculty, students, and employers. Make it simple but well-done. It is good public relations for your program and provides students with the achievement feelings, as well as giving language arts practice.
2. Ask students to write their autobiographies. Suggest they first list, in chronological order, major events they wish to include. Then write a paragraph about each event. Strive for correct spelling and punctuation. Keep in the student's file for future reference.
3. Many letter writing activities increase writing skills:
   a. Write business letters to companies or organizations asking them for career information. Use addresses from **Occupational Outlook Handbook** and other sources.
   b. Write to famous people asking them how they got where they are, what they learned in school which helped them, job likes and dislikes.
   c. Write letters answering help-wanted ads.
   d. Write thank-you letters to guest speakers, people who provide field trips, etc.
4. Before looking for a job, it would be helpful for each student to prepare a resume. A student with a resume in hand impresses the employer as being ambitious and well-prepared. It should contain:
   -Personal data (name, address, telephone, birthdate)
   -Educational background
   -Work experiences (list even the minor jobs)
   -Interests, abilities, and qualifications
   -References
5. Choosing the right words to express an idea is important. Compose Career-O-Grams to describe jobs. Use the WORKSHEET on page 183. Examples are given.
6. Invite to the class a worker or employer the students know and respect to discuss writing skills needed for that particular job. Be sure to discuss the disadvantages of having poor writing skills such as spelling, punctuation, word usage, etc.

7. Have students select one of the following topics and write an article:

   The Teacher I Like Best
   My Favorite Subject
   How to Live With Brothers and Sisters
   My Retirement Years
   My Career Plans
   My Favorite Sports Figure
   The Job Market Fifty Years From Now
   An Ideal Worker

8. Interview someone in a career field. Write a report using the information gathered. Make a presentation to the class.

9. Visit the local newspaper to talk with the writers about skills they use as well as about their jobs. Interview:

   Ad writers
   Editorial writers
   Feature writers
   Sports writers

10. Choose one of these writing activities:

    - Show two letters: One was written very badly, the other is in good form. Students are to find good and bad points about each one. Rewrite the poor one.
    - Take a paragraph from the newspaper which relates an event. Cut the sentences apart and ask the students to put them back in the correct order.
    - Write thank-you notes to people who provide services for the class.
    - Practice writing instructions so they will be correct, clear, and concise. The WORKSHEET on page 184 has been provided to assist with the activity.

Well done is better than well said.
-Ben Franklin

WORKSHEET 14-5

Name ______________________________

Date______________________________

DIRECTIONS: Compose job descriptions in the following way:

a. **P**lease
Obey the
Laws that are
In the
Constitution; they are for
Everyone.

b. **N**ursing is
Understanding, taking
Responsibility,
Serving, and helping others
In
Need of
Good care.

c. **P**uts on
An
Interesting
New
Touch;
Enjoys doing
Refinishing work.

1. **M**
A
I
D

2. **C**
O
O
K

3. **A**
S
T
R
O
N
A
U
T

Now, choose two occupations of your choice and write Career-O-Grams in the same way.

4.

5.

It's really cool to get a good education -- otherwise you gotta use your brains.
-Fat Albert

MY WRITING SKILLS

WORKSHEET 14-10

Name ____

Date____

DIRECTIONS: Information that should be included in a memo has been given. Write the memos neatly, completely, and to the point.

1. S. Jones called 1:00 P.M. appt. today. Get info on loan for house - 10th Street Confirm time.

1.

Memo

To: Mr. Biggs

2.

Memo

To: Tommy Smith -

From:

2. Buy: 1 rm paper
   Ribbon
   Return: Lib. book
   Shoes
   Call: T. Smith
   B. Taylor - bb game
   O. Moore - of. picnic

3. Dishwasher - drain
   A. Conditioner - no cool.
   Warrantee - 1980
   Back at 4-Report before repairing

3.

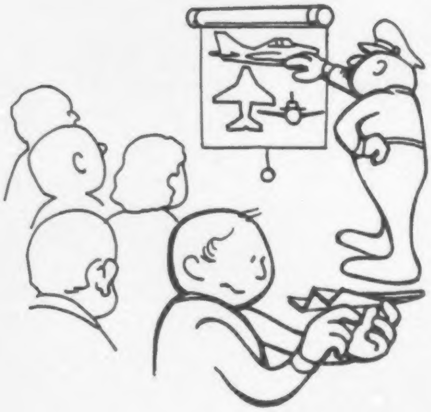
Memo

To: Abel's Repair Service

187

LESSON 15 MY LISTENING SKILLS

LEAD-IN:



Listening can be classified in three ways:

Appreciative Listening - (Music, hearing the recounting of a fun activity, etc.) Sounds are internalized for enjoyment, entertainment, and pleasure.

Purposeful Listening - (To gain information). Questions are asked all day long with the hope that an answer to an unclear situation will be provided.

Critical Listening - (Lecture-type material). One picks and chooses the material to be retained for future use.

Effective listening requires skill and training.

FOCUS:

1. To aid students in understanding that listening falls into three major classifications:

   a. Appreciative Listening b. Purposeful Listening c. Critical Listening

2. To aid the student in understanding that effective listening is a very important way of learning.

ACTIVITIES:

1. Define each of the classifications of listening. Give 2 or more examples of each type as found at home, at school, on the job.

Type of Listening Defined	Home	School	Job
Appreciative	1. 2.	1. 2.	1. 2.
Purposeful	1. 2.	1. 2.	1. 2.
Critical	1. 2.	1. 2.	1. 2.

Name several occupations which require an extra keen ability to hear for each of the three types of listening.

2. Take a field trip to your Area Vocational Center. Listen to what the tour guide tells you about skills to be learned there, occupations for which you can gain training, answers to your questions. As the teacher-coordinator, write down some questions to test the listening skills of your students. Give a small piece of candy as a reward to reinforce the lesson of listening for details. Have fun.

3. Tape some selections from these magazines: **Career World, Co-Ed, American Girl,** and **Teen.** Often material from these magazines will fit in very well with career ideas or with planning for the future. Have students practice taking notes on these selections.

4. One or two students are to interview a worker of their choice using the questions on the WORKSHEET on page 187. They may want to record the interview and listen for the details when they are not under stress

conditions. Students are to prepare reports to be presented to the class. Keep the cassettes for your careers library.

5. Use occupational materials on tapes (no films or filmstrips). Make game activities out of finding out who can hear the most details. You might want to begin the class each day for two or three weeks by reading a very short job description and asking a question or two about it. Keep points. Create a competitive spirit.

6. Divide the class into three groups: 1/3 is to watch NBC News, 1/3 is to watch CBS News, and 1/3 is to watch ABC News. The following day, discuss how the reporting was done.

7. Play this game at the beginning of the year to get acquainted. Sit with your class on the floor in a large circle. One person begins by saying, "My name is **Greta** and I like to ride horses." The next person says, "This is **Greta** and she likes to ride horses. My name is **Mark** and I like **airplane models.**" And so goes the game around the circle. Each student must remember what each person's name is and what that person likes. When students cannot remember, allow others to help out.

8. On Friday, hand out the WORKSHEET on page 188. After discussing listening skills, ask the student to answer the questions about 6 programs they listen to or watch. Have the worksheets returned and discuss. Stress good listener manners.

9. Assign students to listen to a specific TV program. Each student is to write down three questions about the program to ask members of the class to test their listening abilities. Who has the best listening skills? Now, read a story. Ask students to again write down three questions to ask other members of the class. How can listening skills be improved for remembering details.

10. Discuss the following situation: Marty works at the telephone company as an operator. Much of what Marty does requires careful listening. So far, Mary is just not doing the job well enough to be retained. Marty's boss is thinking of letting him go. Marty enjoys the job and has been given first notice of being released because he does not listen carefully enough and makes many mistakes. What assistance should be given to Marty? What might he do to improve his listening skills? What might be possibilities to consider other than Marty's carelessness?

He who talks constantly does his thinking aloud.

MY LISTENING SKILLS

WORKSHEET 15-4

Name ______________________________

Date______________________________

DIRECTIONS: Interview a worker. Listen carefully for the answers as you ask the questions below.

1. What is the name of your job? ______________________________
2. Briefly outline your normal working day.

   ____

   ____

   ____
3. What physical skills and abilities do you need?
4. What special interests are involved?
5. What education and special training are needed?
6. What high school courses would be helpful?
7. Where are most of the jobs like yours found?
8. What are possible earnings for a beginner? ______________________________

   For a person with 5 years' experience? ______________________________

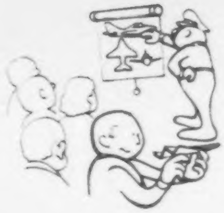
   For a person with 20 years' experience? ______________________________
9. What are the working conditions like?
10. What are the chances for promotion?
11. What is the future for jobs of this kind?

    Student, on the back of this sheet, write your responses to these questions:
12. What are some possible disadvantages to this job?
13. What are some possible advantages?
14. What do you, as a student, like about this job?
15. What do you, as a student, dislike about this job?

Bore: a person who talks when you wish him to listen.
-Bierce

MY LISTENING SKILLS

WORKSHEET 15-8



Name ______________________________

Date ______________________________

DIRECTIONS: Take this worksheet home with you. Test your listening skills in each of the following types of shows:

-A humorous program
-A musical program
-A variety show
-A dramatic program
-A news commentator
-An informational program

Answer these questions.

A HUMOROUS PROGRAM Name of the show ______________________________
1. What was the funniest thing that happened? ______________________________
2. Were the jokes amusing? Why? ______________________________
3. Was the comedian's personality pleasing? Why do you say that? ______________________________

A MUSICAL PROGRAM Name of the show ______________________________
1. What types of music were played/sung? ______________________________
2. What listeners would like the show best? Why? ______________________________
____
3. Which artist did you enjoy most? Why? ______________________________
____

A VARIETY SHOW Name of the show ______________________________
1. What act did you like best? ______________________________
Why? ______________________________
2. What act did you enjoy the least? ______________________________
Why? ______________________________

A DRAMATIC SHOW Name of the show ______________________________
1. Was the acting realistic? ______________________________
Why? ______________________________
2. Was the story worth telling? ______________________________
Why? ______________________________
3. Did the sound effects and background help put over the story? How? ______________________________
____

A NEWS COMMENTATOR Name of the show ______________________________
1. What was his or her topic? ______________________________
2. What point of view was taken? ______________________________
3. Do you agree with the commentator? Why do you say that? ______________________________

AN INFORMATION PROGRAM Name of the show ______________________________
1. What was the topic? ______________________________
2. What did you learn from the show? ______________________________
____
3. What was your opinion of it? ______________________________

After completing this worksheet, return to your teacher.

191

LESSON 16 MY NUMBER SKILLS

LEAD-IN:

It is quite possible for one to find a job which requires only a limited use of math skills since businesses today rely heavily on machines to do the computing. Very few, however, require no math skills at all.

Even though a job may involve only a minimum use of math, everyday living requires many different math skills. These skills are vital to assist one with using time and materials most effectively.

FOCUS:

1. To assist students to become aware that skills in math are essential for being good managers of their own money.
2. To assist students to be aware of jobs which need math skills.

ACTIVITIES:

1. Invite speakers from loan companies, insurance agencies, banks, business offices, income tax services, etc. to discuss the wise use of money. Suggest that the speaker use hypothetical cases and do specific examples of the math involved.
2. Have students keep a spending/savings record of their earnings. Always check math skills.
3. Plan a party. Make a budget. Purchase items. Justify expenditures.
4. Duplicate for students copies of a house plan. Study the measurements scale. Determine size of lot required, carpeting needed, wallpaper amounts required for each room. Name **all** the occupations who are involved with building and furnishing a house and list specific ways these people need math skills. Then record on the board all the items for which home owners need math skills.
5. Collect travel folders and distance charts from travel agencies, motor clubs, bus terminals, or state transportation agencies. Locate a destination. Students are to figure out the shortest route, the mileage, how long it will take to get there, and the costs for gasoline, lodging, food, and incidentals. They are to choose an alternate route for the return trip.
6. Figure out weekly wages for the following employees:

EMPLOYEE	JOB	HOURLY WAGE	HOURS WORKED	PAY
1. Sue	Custodian	$3.47	40 hrs.	
2. Bill	Secretary	2.65	20 hrs.	
3. Jay	Chemist	12.25	14 hrs.	
4. Cathy	Engineer	10.90	38 hrs.	
5. John	Chemist	10.24	35 hrs. 10 min.	
6. Tom	Bookkeeper	3.10	40 hrs. 30 min.	
7. Joe	Custodian	3.65	45 hrs. 15 min.	
8. Sue	Cashier	2.73	12 hrs. 30 min.	
9. Carol	Purchasing Agent	2.98	30 hrs. 45 min.	
10. Diane	Lab Technician	3.26	19 hrs. 40 min.	
11. Connie	Data Processing	3.85	37 hrs. 20 min.	
12. Ron	Construction Inspector	4.03	32 hrs.	
13. Mike	Electrician	7.60	40 hrs. 15 min.	
14. Dean	Secretary	3.18	29 hrs. 50 min.	

7. Suppose that each student has just purchased a used 10-speed bicycle which needs:

   2 tires
   a seat
   4 reflectors
   handle bar grips
   generator
   speedometer
   front and back lights
   pack behind the seat

   Have one-half of the class purchase the items from a catalog, and the other half buy theirs from the local bicycle shop. Figure the costs. How do the two totals compare to the cost of a new bicycle?

8. Your students have just used their credit cards to buy a stereo. The cost was $240, including tax. If they pay $22 a month on the bill and if the rate is 1 1/2% per month (18% yearly), how many months will it take to pay off the charges? (Answer: 12 months) How much interest will you have had to pay? (Answer: $18.71) What is the total cost of the stereo? ($258.71) Discuss with the students the use of credit buying and its implications.

9. On the WORKSHEET on page 191, a number of jobs requiring math skills are distributed in puzzle form. After students have located the career fields, determine in what ways each one is required to use math skills. You may want to use the **Occupational Outlook Handbook** to further define the jobs.

10. An activity involving the fast food industry will be found on the WORKSHEET on page 192. Use the ideas provided as springboards for further discussion.

There are two times in a man's life when he should not speculate:
when he can't afford it, and when he can.
-Samuel L. Clemens

MY NUMBER SKILLS

WORKSHEET 16-9

Name ______________________________________

Date ______________________________________

DIRECTIONS: The following puzzle contains 39 careers which require a knowledge of mathematics. Find and circle these careers. How do people in these fields use math skills?

I	N	D	U	S	T	R	I	A	L	D	E	S	I	G	N	M	P	S	I
A	B	C	D	E	F	P	P	O	S	T	O	F	F	I	C	E	L	A	J
K	M	N	N	O	M	O	O	S	P	Q	R	S	T	U	V	C	A	L	N
B	I	L	L	C	O	L	L	E	C	T	I	N	G	H	C	H	S	E	U
O	U	X	Y	Z	L	I	I	L	G	Q	D	E	F	A	A	A	T	S	N
A	H	Y	R	B	D	T	C	L	B	U	Y	I	N	G	D	N	E	C	D
T	O	H	I	P	I	I	E	I	C	E	H	B	F	S	R	I	R	L	E
B	F	H	O	N	N	C	C	N	R	A	V	E	L	G	U	C	I	E	R
U	I	D	E	A	G	S	B	G	U	I	D	A	N	C	E	S	N	R	T
I	N	S	U	R	A	N	C	E	P	R	I	N	T	I	N	G	G	K	A
L	A	N	D	S	C	A	P	I	N	G	C	D	E	F	G	H	J	I	K
D	K	M	N	O	L	H	P	H	O	T	O	G	R	A	P	H	Y	N	I
I	N	T	E	R	I	O	R	D	E	C	O	R	A	T	I	O	N	G	N
N	P	E	P	E	Q	M	Z	I	R	O	S	T	W	E	L	D	I	N	G
G	H	L	U	A	V	E	D	E	W	N	X	Z	Y	A	A	N	D	E	R
P	A	E	P	L	A	E	I	S	U	D	L	A	S	C	M	C	H	T	H
L	R	G	S	E	R	C	P	E	H	U	G	C	D	H	F	B	C	A	E
U	M	R	T	S	R	O	T	T	E	C	E	P	A	I	N	T	I	N	G
M	A	A	S	T	Q	N	L	T	A	T	I	J	Q	N	D	O	N	E	L
B	C	P	P	A	S	O	C	I	G	I	F	O	R	G	I	N	G	A	V
I	Y	H	E	T	R	M	H	N	F	N	C	X	S	A	F	B	H	R	I
N	G	Y	A	E	B	Y	Y	G	R	G	E	O	L	O	G	Y	S	O	N
G	S	P	O	R	T	S	O	C	I	A	L	W	O	R	K	P	T	S	E
J	E	W	E	L	R	Y	L	A	W	A	T	C	H	M	A	K	I	N	G
A	M	I	S	T	T	O	O	L	A	N	D	D	I	E	R	E	C	O	N
A	S	T	C	L	E	R	G	Y	S	T	E	N	O	G	R	A	P	H	Y

Boatbuilding
Buying
Bill Collecting
Clergy
Conducting
Die Setting
Forging
Geology
Guidance
Home Economy
Industrial Design
Insurance
Interior Decoration
Jewelry
Landscaping
Law
Mechanics
Molding
Painting
Pharmacy
Photography
Plastering
Plumbing
Police
Politics
Post Office
Printing
Real Estate
Salesclerking
Selling
Social Work
Sports
Stenography
Teaching
Telegraph
Tool and Die
Undertaking
Watchmaking
Welding

MY NUMBER SKILLS

WORKSHEET 16-10

Name ____

Date____

DIRECTIONS: You may work in a fast food business some day. Complete the activities below. Then be ready to discuss with your class, the questions.

BIG FEATHER CHICKEN SHOP

Menu

2 pieces chicken	.75	Small coke	.20
3 pieces chicken	1.05	Large coke	.35
2 pieces chicken, 2 pieces fish	1.50	Jelly roll cake	.50
Small french fries	.30	Pie	.55
Large french fries	.45	Small cole slaw	.30
Roll with butter	.15	Large cole slaw	.45

1. Order 3 items at the Big Feather Chicken Shop. At this restaurant, the customers writen down their orders on order forms similar to the one below:

BIG FEATHER CHICKEN SHOP

Order form

Item	Cost
Sub-Total	
5% Tax	
Total	

2. How much money would you get back if you gave the cashier a $5.00 bill? ____________________

3. Exchange orders with a neighbor. Now you are the cashier. Check to see if this customer has added the bill correctly. Check again the prices given from the menu.

4. Add the bills for two of your friends' lunches with yours.

   ______________bill was $______________

   ______________bill was $______________

   My ___________bill was $ ______________

   Total for the 3 of us $ ____________________

5. John's family just had company drop in unexpectedly. He has come to your Big Feather Chicken Shop to get food for the group. He is ordering the following:

   30 pieces of chicken (3 for $1.05)
   10 large french fries
   15 rolls with butter
   8 large cokes
   2 small cokes
   4 jelly rolls
   6 pieces of pie

   Figure his bill. He owes $__________ for the food.

Discuss these ideas:

-At what time during the day are restaurant workers needed most?
-How much do restaurant workers earn?
-What are some of the advantages of working in a restaurant?
-What are some of the disadvantages?
-What are some of the skills you must have to work in a restaurant?
-Would you like to work in a restaurant?

LESSON 17 MY READING SKILLS

LEAD-IN:

All people are expected to be able to read such materials as:

-Menus
-Income Tax Forms
-Job Applications
-Recipes
-Installation Directions
-Maps
-Newspapers
-Road Signs

READ ALL ABOUT IT

For those who have adequate skills, reading is an activity where little thought is given. However, an inadequate reading ability forms a barricade which prevents an individual from participating in many activities enjoyed by the majority.

FOCUS:

1. To develop the understanding that reading and learning are closely related.
2. To develop an awareness that the world of work, as well as the everyday world, demands that one be able to read.

ACTIVITIES:

1. Develop the need for being able to read by asking students to read directions for: making models, playing games, locating places in the city, and filling out standard forms. Practice reading charts, maps, graphs, newspapers, and pictures.
2. Administer a reading test. Discuss the test results with each student. Point out his or her strengths and weaknesses. Seek assistance for instruction in building reading skills. Have available for use when extra time is available, short, interesting reading exercises which students can use to increase their reading skills.
3. Establish a "spare time" reading corner and furnish it with comic books, teen magazines, career pamphlets, movie magazines, etc. Ask students to contribute reading materials. Provide free time each week for students to read whatever they wish.
4. Bring old newspapers and scissors to class. Prepare a scavenger hunt in which students are to find: a help wanted ad for a secretary; a news story about a worker; a news item relating to health; etc. Be sure to require at least one item from each section of the newspaper. To receive a point for an item in the game, the students must paraphrase briefly what the article is about.
5. To make good use of a difficult day, prepare detailed directions for a treasure hunt. Use some vocabulary words which may need to be looked up in the dictionary. Besides reading skills you might want to include measuring distances, etc. Discuss the importance for one to be able to read in order to follow directions.
6. Itemize the times each of the following workers needs reading skills:

   Doctor
   Lawyer
   Police Officer
   Postal Clerk
   Chef
   Flight Attendant
   Taxi Driver
   Appliance Repairer
   Nurse Aide

   Challenge students to think of occupations where **no** reading skills are needed.
7. Make a list of methods used to conceal reading problems. Discuss opportunities one might miss due to difficulties with reading. Develop a list of ways to go about improving reading.
8. Using the **Occupational Outlook Handbook** or some other career information source, and the

WORKSHEET on page 195, students are to read to find the information needed. Allow them to share the information with the class.

9. Sometimes words in newspaper ads are difficult to understand. Some of these words have been given on the WORKSHEET on page 196.

10. Ghoti = fish? The following letters were used:
gh = "f" as in **ph**otograph
o = "i" as in w**o**men
ti = "sh" as in na**ti**on
Try to think of, or make up, other nonsensical words. What types of words cause the most difficulty. Ask students to pick out words for which they need help. Create in the classroom an air of freedom which allows students to admit without feeling threatened that they do not know how to read many words and allow them to admit they need help.

Some kids only know two letters of the alphabet - T.V.
-Bill Cosby

MY READING SKILLS

WORKSHEET 17-8

Name ____________________________________

Date ____________________________________

DIRECTIONS: Choose an occupation which you think you might like to have ten years from now or an occupation about which you would like to find out more information. Use career resources to find the answers to the following questions about that job. If you have trouble, ask your teacher to help you.

1. What job are you going to research? ______________________________
2. Where are most of these jobs located?
3. What is the nature of this job?
4. What training or education is needed?
5. What is the employment outlook?
6. How much do workers earn?
7. What are the working conditions one might expect to find?
8. List some sources for getting additional information.

MY READING SKILLS

WORKSHEET 17-9

Name ______________________________

Date ______________________________

DIRECTIONS: Listed below are words used in newspaper ads. Look the words up in the dictionary to find their meanings.

Wanted: Experienced part-time cook. Send resume to Box 78.

Experienced: ______________________________

Part-time: ______________________________

Resumé: ______________________________

Management Person for fast growing seafood chain. Good salary and benefits. Equal opportunity employer. 777-7777.

Management: ______________________________

Chain: ______________________________

Salary: ______________________________

Benefits: ______________________________

Equal opportunity employer: ______________________________

Permanent position in department store. References required. Apply in person between 4 and 10 P.M. J & P Clothing.

Permanent: ______________________________

Position: ______________________________

References: ______________________________

Required: ______________________________

Apply: ______________________________

LESSON 18 HOW AM I AS A STUDENT?

LEAD-IN:

All people, rich and poor, young and old have the same number of hours in a day - 24 - no more, no less. Efficient use of these hours is essential. Once a person has learned to make good use of time, accomplishments can be realized, both at school and in the working world.

Students must use time to the best advantage when working and studying. Often it is because of the lack of study skills that a student does poorly in school. Developing effective study habits takes practice and organization.

FOCUS:

1. To discover that no matter how good a student is now, he or she should strive to become better.
2. To understand that learning to study efficiently can aid in the development of attitudes, habits, and skills that will serve one later in school and in work.

ACTIVITIES:

1. Ask students to list their school subjects in order of interest. Discuss why they ranked them in that order. How does interest influence one's study habits?
2. Decide which classes rely on: memorizing lists and words; knowing facts and details; understanding broad concepts and generalities; reasoning outcomes; etc. Determine effective methods for studying each type of information.
3. Try memory games:
   a. Put six or eight nonsense syllables on the board. Cover them. Test your memory. Practice until you can say them all, in order.
   b. Put a number of small items on a tray, view for one minute. Remove from sight. Ask the students to list what they saw.
   c. Find a joke and memorize it. Tell it to the class.
   d. Use index cards. Write a question on one side and the answer on the reverse side. Test yourself.
4. As a group activity, compile lists of good study habits, attitudes, skills, and conditions. Copy the lists and duplicate. Provide each student with a copy to serve as a study reminder.
5. Students must come to grips with themselves. Help them better understand their strengths and weaknesses by using the WORKSHEET on page 199. Talk with each one about the strengths they see in themselves. Encourage and assist them with developing their weaknesses. Discuss the importance for having a positive attitude in order to make greater accomplishments.
6. Have each student write a paragraph describing how he or she sees himself or herself as a student. They are to include strengths and weaknesses with regard to their subjects, study habits, interests, abilities, and goals for the future.
7. On the WORKSHEET on page 200, a rating sheet has been provided for students to use to determine strengths and weaknesses in academic areas. Students may need assistance to see their strengths and weaknesses realistically.
8. Select movie or TV stars. Ask students to name some of the weaknesses of that person. Do you suppose

200

the top stars were all straight "A" students when they were in school? Locate information on the early lives of stars and find out how some overcame their weaknesses.

9. Divide a piece of paper into three parts. Write one of these titles in each column:

   "I am very good at:"

   "I am average at:"

   "I am poor at:"

   Under each heading list parts of your life at school and work which fit into each column. After listing five or ten items in each column, look at the columns and draw some conclusions. What can each student learn about himself or herself?

10. Many types of schools exist for many different occupations. To be a student in any field takes discipline of oneself in one way or another. Discuss these situations as to how one must train to achieve.

    -A drummer spends thousands of hours practicing before getting to be in a group.

    -A track star runs five or ten miles a day year-round to prepare to represent the school.

    -A singer spends at least three hours a day practicing scales and exercises before going on stage.

    -A court reporter records many other conversations before going to work in the court room.

    Ask students to think of other examples to illustrate that to get to places of prominence, it often takes long, hard work and that includes school work.

A quitter never wins
And a winner never quits
But what about a born loser?
-Fat Albert

HOW AM I AS A STUDENT?

WORKSHEET 18-5

Name ______________________________

Date______________________________

DIRECTIONS:

Listed below are statments about the way people study. Think about each statement. Check the box which describes best the way you study.

Study Activities	Always	Nearly Always	Some-Times	Almost Never	Never
1. I write down my assignments.					
2. I keep a time schedule for study.					
3. I turn on the radio, TV, or record player while studying.					
4. I review what I have learned from time to time.					
5. I read my assignments first. Then I go back and study thoroughly.					
6. I read simply to find answers to questions.					
7. As I read I take notes.					
8. I listen to oral presentations in class.					
9. I prepare each assignment.					
10. I have my work done on time.					
11. I have a plan for increasing my vocabulary.					
12. I can read maps, charts, graphs, tables, and cartoons.					
13. I know how to use the table of contents, glossary, index, and appendix in my textbooks.					
14. I know how to effectively use the library.					
15. I make use of encyclopedias.					
16. I read one book (fiction or non-fiction) a week.					
17. I can use the dictionary.					
18. I can alphabetize correctly.					
19. I use materials other than charts to do my assignments.					

HOW AM I AS A STUDENT?

WORKSHEET 18-7

Name ______________________________

Date ______________________________

DIRECTIONS: Rate yourself on the following statements. Mark an "x" in the box which best describes you.

I rate myself in the following subject areas as:	Strong	Average	Weak
Math			
Literature			
Science			
Foreign Language			
History and Social Studies			
Industrial Arts (Shop)			
Hoe Economics			
Music			
Art			
Reading			
Writing			
Physical Education			

I rate myself in the following abilities:	Strong	Average	Weak
To do junior high school work			
To do high school work			
To do technical work, such as drafting			
To do college work			
To learn to use tools and machines			
To do the same thing over and over again			
To get along with other people			
To work with my hands			
To persuade people			
To analyze or divide a problem into parts			
To appear before groups and discuss questions			

What do you see as your greatest weakness? ______________________________

Name five things you might do to go about strengthening that weakness.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

LESSON 19 CITIZENSHIP, LAW, AND YOUTH

LEAD-IN:

Our country is called free and an independent country. Teenagers, too, cry out for freedom and independence. Often these two factions - youth and the establishment - are at odds and the teenager suffers at the hand of the law. Young people must discover that:

1. We all have certain rights as individuals.
2. Laws were made to guarantee our rights.
3. Laws give protection for property and personal safety.

FOCUS:

1. To discover that enforcement of laws brings orderliness and protection, and that each person must exert good ctizenship.
2. To assist the student to understand what his or her rights are.
3. To learn basic laws with which students may come in contact.

ACTIVITIES:

1. Suggest this situation: Suppose you are in a city with a population of 10,000 people. All at once the town discovers that there are:

   -No laws in effect
   -No police officers
   -No jails, courtrooms, judges, juries, or lawyers

   Everyone can do exactly as he or she pleases. What might happen:

   At the bank?
   At the school?
   At your home?
   On the streets?
   In the grocery store?
   In the tax office?

   Now suppose you are in a city of 300,000. Here laws are strictly enforced. The police are the best. What happens at each of the six places above?

2. We are protected by two kinds of laws - civil law, criminal law. Civil law controls the private rights and agreements between people. A civil offense is committed when a contract is broken or when there is personal property damage. Criminal law guarantees safety to everyone. Either a felony or a misdemeanor is committed when a criminal law is broken. A felony includes murder, theft of more than $60, and involves a sentence of one year or more in prison. A misdemeanor involves lesser crimes with a punishment up to one year. Students should find the meaning of:

   Criminal law
   Civil law
   Crime
   Judge
   Committed
   Penalty
   Agreement
   Sentence
   Rights
   Personal Property
   Felony
   Contract
   Misdemeanor
   Civil Court
   Criminal Court
   Punishment

3. Visit the police station, juvenile court, and county court, or ask the juvenile officer, a police officer, or probation officer to come to class to discuss laws which directly affect juveniles. Emphasize that law enforcement is for the good of the people.

4. After students are familiar with the meaning of the terms, criminal and civil law, give them the WORKSHEET on page 203 to determine which law is being violated. Discuss their answers as well as the implications when each law has been broken.

5. Fifty words dealing with law enforcement are included in a fill-in puzzle in the WORKSHEET on page 204. Use the words as a vocabulary study and work the puzzle. For a reinforcement activity, give definitions and ask students to give you the word. What other law enforcement words have they heard for which they want to learn the meanings?

6. Discuss the times individuals need the help of a lawyer:

   -When you buy a house
   -If you are arrested
   -When you are asked to sign some legal documents
   -When you are given a summons
   -If you get a divorce
   -When you are involved in an accident
   -When your rights have been violated

   Talk, too, about the Legal Aid Society which gives free legal service. Look the number up in the phone book and notice where the service is located. Allow students to give examples of times a lawyer has been needed.

7. Write a paragraph on some phase of good citizenship. Share your paragraph with a friend. Discuss further implications.

8. Talk about TV shows which deal with law enforcement. Name characters who play roles related to crime prevention and specify exactly the job title, the job description, and what part they play in preserving the peace. How realistic are TV shows in showing what life is really like? On TV one often sees very good people versus very bad people. Is this life? Are there more good people or bad people?

9. Ask someone who has spent time in jail or prison to come to class to talk about his or her experiences. Select someone who will tell it like it is and who will be an inspiration to students to not follow the same path. Find out how one can go about breaking a habit pattern that will surely lead to problems with the law.

10. Visit a drug rehabilitation center. Find out services provided and procedures for obtaining services. Perhaps there are workers who would talk to the students and give examples of what one might expect if their lives are involved with drugs. Become familiar with laws which will be imposed upon persons who become involved with drugs. Excellent educational movies are available which describe effects and outcomes of drug users.

The integrity of men is to be measured by their conduct, not by their professions.
-Junius

CITIZENSHIP, LAW AND YOUTH

WORKSHEET 19-4

Name ______________________________

Date ______________________________

DIRECTIONS: A **civil** law - controls private rights and agreements between people.
A **criminal** law - guarantees safety to persons and property.
Write **civil** or **criminal** after each statement to tell what law it involves.

1. John robbed a carryout. ______________
2. Mary shoved Bob on the school bus. ______________
3. Ann used narcotics illegally. ______________
4. Fourteen students crashed a party. ______________
5. Marie had a gun and pointed it at Al. ______________
6. Frank stole a coat from a locker. ______________
7. Bruce hunted out of season. ______________
8. Mike and Bill broke a window to enter. ______________
9. Ellen and Bob were fined for disorderly conduct. ______________
10. Barry threw a bottle through the window. ______________
11. Jerry and Tom broke a window with a pellet gun. ______________
12. Marty was caught speeding. ______________
13. Ed hit the teacher. ______________
14. Alice did not pay her rent. ______________
15. Walter sold magazines and kept the money. ______________
16. Helen called Jack bad names. ______________
17. Bert does not make his car payments. ______________
18. Nancy bought a stolen tape deck. ______________
19. Betsy took $30 out of Marva's purse. ______________
20. Ella set off a false alarm. ______________

CITIZENSHIP, LAW AND YOUTH

WORKSHEET 19-5

Name ____________________

Date ____________________

DIRECTIONS: Fill the puzzle with these words which have to do with law enforcement. Use each word only once.

3 Letter Words
Die
Rob

4 Letter Words
Case
Laws
Obey
Tort
Time

5 Letter Words
Court
Crime
Force
Fraud
Judge
Legal
Minor
Steal
Theft
Trial

6 Letter Words
Arrest
Charge
Defend
Felony
Guilty
Liable
Murder
Rights

7 Letter Words
Alimony
Enforce
Illegal
Obscene
Private
Protect
Summons

8 Letter Words
Accident
Attorney
Contract
Property
Sentence
Trespass

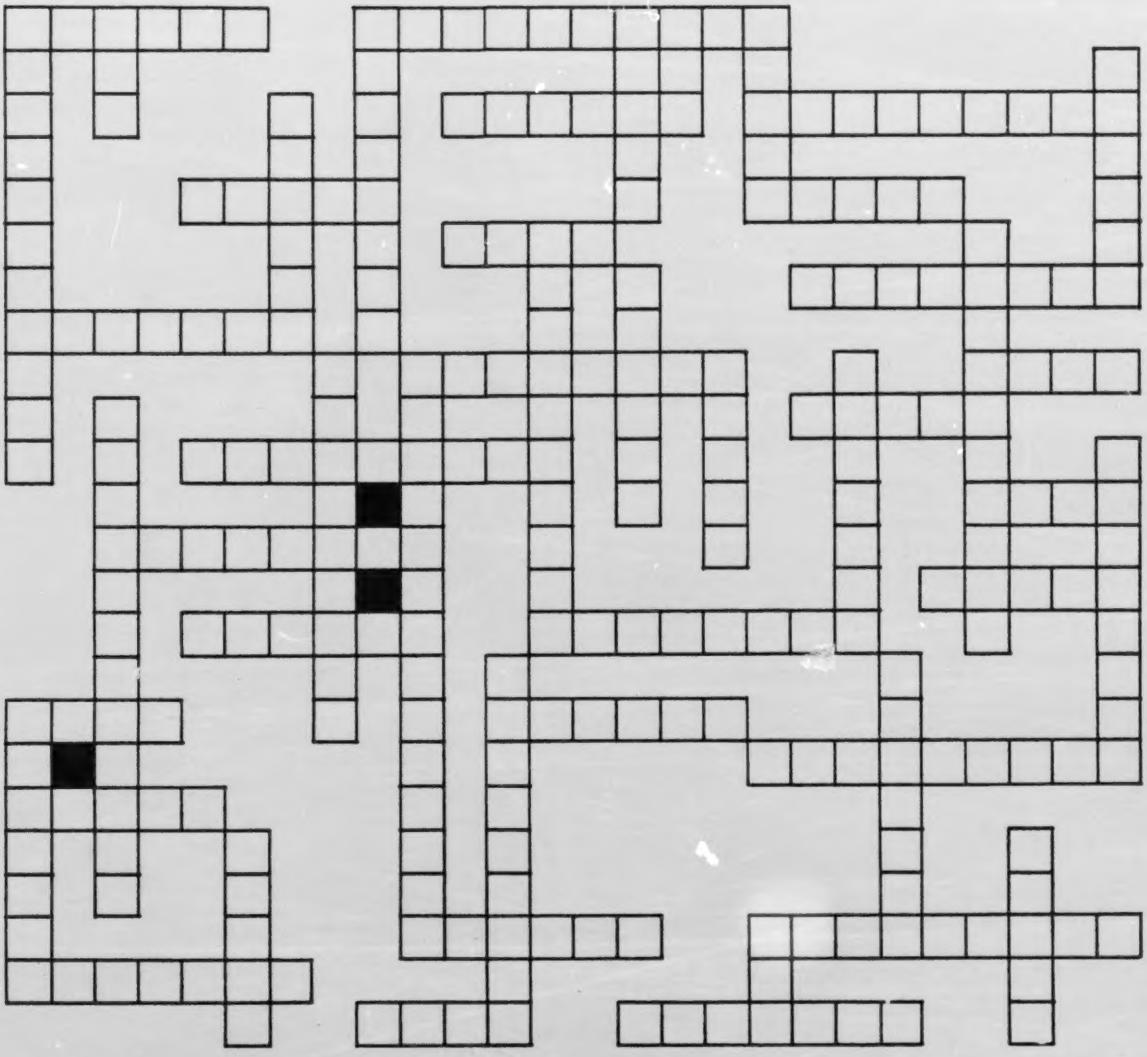
9 Letter Words
Agreement
Criminals
Defendant
Guarantee
Insurance
Ordinance

10 Letter Words
Protection
Punishment
Settlement

11 Letter Word
Misdemeanor

12 Letter Word
Disagreement

14 Letter Word
Constitutional



LESSON 20 COPING WITH FRUSTRATIONS

LEAD-IN:

To fail time after time is perhaps, the most frustrating experience one can find. It does not take long before a habitual failure expects to do nothing but fail and conditions himself or herself to such experiences.

To rid oneself of the "I don't care" attitude, and to be able once again to take the responsibility for dealing with unhappy outcomes, takes concerned effort. A **reason** for caring must exist.

FOCUS:

1. To develop an awareness in students that succeeding is much more pleasant than failing.
2. To assist students in understanding how to accept the reality that when unpleasant circumstances arise they must be dealt with effectively and turned into positive experiences.

ACTIVITIES:

1. Determine the meaning of these words using whatever technique your students respond to best:

   Cope
   Confidence
   Worthwhile
   Self-control
   Adapt
   Positive
   Tolerant
   Tactful

2. After defining each word, determine which of the words above fit in the blanks on the WORKSHEET on page 207. Elaborate on each of the situations to indicate how one may effectively cope with unhappy situations.
3. After defining "frustration," have a free-for-all discussion and list circumstances which really cause one frustration (become baffled and unable to carry on because of the state of confusion). After a list has been completed, number off, and allow each pair to select one or two frustrations and determine the best means for coping.
4. Invite a person from the juvenile section of mental health to come discuss sources of help and services available for students when there appear to be no solutions to a problem. Make sure each student knows how to make contact with someone who will provide such assistance.
5. Write a paragraph to describe:

   "One Frustrating Experience Which I Could Not Handle"
   "One Frustrating Experience Where I Made the Right Decisions"
   "Things to Remember When a Crisis Arises"
   "My Most Frustrating Experience Ever"

6. To assist students in expressing opinions, form groups of students to discuss each side of the following issues. (Stress tact, self-control, tolerance, and being positive should arguments arise.)

   Is it better to:

Fight	(or)	Be called names
Eat and be fat and happy	(or)	Diet and be crabby and slender
Do what parents say	(or)	Do what friends say
Take a dull but good paying job now	(or)	Borrow money and train for the job you really want later
Go out with a goodlooking but dumb person	(or)	Go out with an ugly but smart person
Put money in a savings account which pays 5%, no risk	(or)	Buy stocks where you may double your money or go broke
Spend all your money on a good car	(or)	Spend **half** your money on an average car

7. Hand out the WORKSHEET on page 208. Students are to form buzz groups to decide what action should be taken in each situation. After a plan has been formulated, discuss the proposed outcome with the whole class. Ask for frustrating situations students have met, possible outcomes, errors that were made, lessons that were learned.

8. At the first of the hour for two weeks (or more) ask for students to name frustrating experiences they have had since that group met last and how these feelings were handled - either effectively or ineffectively. Allow members of the class to make suggestions as to how the situations might have been handled better. Treat this type of sharing attitude within the class in order that students will feel free to seek assistance from time to time.

9. Bring to class newspaper columns such as "Dear Abby." Read the inquiry and ask students to think of effective solutions. Then read the response the columnist gave and decide if that was written as helpful advice or for the enjoyment of the reader.

10. When things get really heavy and depression comes, what are effective ways for students to deal with them? What about slamming doors? Yelling at people? Ask students to share ways they rid themselves of frustration feelings. It may be that having a stack of catalogs and a hammer where students are able to use up some physical energy will help them settle back into a routine. Discuss with students these feelings; hearing others talk about frustrations often reduces anxieties.

Being Poor is having air but no tires.
-Fat Albert

COPING WITH FRUSTRATIONS

WORKSHEET 20-2

Name ______________________________

Date ______________________________

DIRECTIONS: Use the back of the page and write the definitions for these words:

Coping
Adapt
Self-Control
Tolerant
Positive
Tactful
Confident
Worthwhile

Read each example below. Decide which of the words above should be used to fill the blank.

________ 1. Bill has been making Ed angry. Ed wants to hit him in the nose but that would probably get him suspended from school. Instead, he must not fight, but show ___?___ by taking the teasing and not getting in trouble with school authorities.

________ 2. Mary always wore jeans. She did not even own a dress. Then she began working at Anita's Dress Shop where employees must wear dresses. She has no choice. She must __?__ to the situation or lose the job she likes.

________ 3. Terry always thinks only about herself. She never shows any interest in others. She is always trying to get more and more attention for herself. It seems as if she trusts no one. She talks all the time about herself and is a bore to everyone. Terry will become more sure of herself and more ___?___ if she tries to be interested in others.

________ 4. At one time Karl knew there was nothing he could do well. School was a miserable time, his schoolmates called him "Fatso," and his parents were always gone. Then one day he discovered that old people love him because he can talk with them like he can talk to no one else. At last he feels needed and ___?___.

________ 5. Barry always sees the bad part of everything. Teachers "pick on" him. Classmates tease him because they like to see him get mad. Even the police watch him because he acts "sneaky." The counselor suggests to Barry that he must try to look for good things to happen; that is, develop a _?_ attitude, and pay as little attention as possible to the bad things.

________ 6. Some people like sports. Some enjoy music. Others find studying a worthwhile past time. We are all different and have many differences of opinion. When we overlook these differences and allow each person to hold his or her own opinions, we are _?_.

________ 7. One person really bothers you, so much that you feel like screaming at her. She has no manners at all. Instead, to solve the problem in a very kind way, you tell her that she may not be aware of what she is doing and ask her if she could change. When you tell people their problems without hurting their feelings, you are being ______.

________ 8. The English teacher wants every paper to be perfect. The boss wants you to work faster than you are able to work. There isn't enough money for all the clothes you want. Your best friend will not speak to you. But stop! When you remember to solve **one** problem at a time, you are _?_ well with life.

He that can compose himself, is wiser than he that composes books.
-Ben Franklin

COPING WITH FRUSTRATIONS

WORKSHEET 20-7

Name ______________________________

Date ______________________________

DIRECTIONS: Below are stories about people with problems. Divide into groups and discuss what should be done to handle the situation. Remember, it is much easier to decide when you are outside looking in. Discuss with the class what your group suggests should be done.

1. Susan works in an office. Her friend and co-worker, Ann, seems never to have money for the soda machine. She continues to borrow money from the office fund and always promises to return the money but never does. Susan has to change the office books to make the money come out right. What should Susan do?
2. John could not get his grade card because the office said he still had out a book. He remembers returning the book but the book cannot be found. His parents are demanding that he not go anywhere until they see his grade card. What should he do?
3. Betty is overweight and she wants to lose weight. Each day after school her group goes to the hamburger shop for snacks and to talk. If she does not eat, she feels left out; if she eats, she is mad at herself. It seems as if she has to choose between friends and food, or no friends and no food. What should she do?
4. Paula had always wanted to play the snare drum, and so when the notice came out in the school paper, she immediately applied. Although her rhythm skills are good, the band director wants her to play the clarinet since she also has good skills and clarinets are needed badly. He says that someone else can play the drums. Paula hates the clarinet but loves the drums. How should she handle the situation?
5. James was a senior and had many friends where he lived. He was on the school baseball team and liked the part-time job at the greenhouse. Then his father was given a very good job in a different town. The family would have to move. Graduation, baseball team, friends, and job - James would have to leave them all behind. What are some ways to go about solving his problem?
6. Carol has saved her tip money from the job at the restaurant for weeks to pay for the dress she has wanted. Now she has just enough money. Her sister, Em, who could work but does not want to, asks for $4.00 to pay for a book she lost. Em cannot ask her mother for more money because she owes her $7.00 already. Carol wants the dress but she does not want her sister to call her "selfish." What should she do?
7. Pat's mother screams at her all the time to do this or that. Pat knows her mother does not feel well much of the time but gets very tired of not being able to ever do anything right. Today Pat wanted to go with her class on a field trip but her mother told her that if she really loved her, she would not go. What should Pat do?
8. Mark hates school but really enjoys working on cars. His parents will not allow him to have a summer job at the garage because it is such "dirty work." Besides, his father wants him to help him in his clean, air conditioned law office where Mark's job would be to find material for his father and to help him argue cases. It would be a big help to his father and he would make more money than at the garage. Help Mark decide what to do.

None but the well-bred man knows how to confess a fault,
or acknowledge himself in an error.
-Ben Franklin

LESSON 21 CONVINCING OTHERS OF MY WORTH

LEAD-IN:

Some qualities which help to show oneself as being confident and poised are:

- Show eagerness by your quick step.
- Smile and be pleasant.
- Be sincere, interested and enthusiastic.
- Speak freely, distinctly, positively and to the point.
- Focus attention on your strong points.
- Strive to overcome weaknesses.
- Be a good listener but do not hesitate to ask good questions.
- Use tact to relate pertinent information.
- Be well-groomed for the occasion.
- Consider people to be more important than things.

FOCUS:

1. To gain an understanding of some of the qualities needed to portray confidence and poise in selling oneself.

ACTIVITIES:

1. On the WORKSHEET on page 211, two poems by Edgar A. Guest are supplied. Give copies to your students. Discuss: then ask each of them to write a paragraph to support the idea in the poem, "You Can Do As Much As You Think You Can." Stress that they are not to use any of the phrases in the poems, but put the ideas in their own words.

2. Ask the school counselor to come to class to discuss self-concept and how students can go about portraying a positive image in work, school, home, and community situations. Discuss ways to handle embarrassing moments without falling apart. The counselor may want to do some role playing of stress situations in order for students to experience confidence and poise. Discuss effective and ineffective ways to remain calm and keep thoughts collected.

3. If you have video equipment, have the students practice the following situations:

   -Make introductions
   -Return broken merchandise
   -Make a merchandise exchange
   -Apologize for knocking down a customer
   -Ask an employer for a job
   -Participate in a job interview
   -Ask for a raise
   -Tell the boss you will be quitting in two weeks
   -Give the boss a suggestion which will help the business
   -Make a complaint to the boss

   If no video equipment is available, have the students critique each other. Stress positive, helpful criticism, since workers must be able to accept criticisms in the way it is intended.

4. Using the qualities listed in the "Lead-In," ask students to draw cartoons to illustrate each quality. Mount. Label the pictures and display them attractively. Invite school personnel to a "showing" and allow students to discuss their pictures.

5. Visit with an insurance salesperson (or a car salesperson) who has the time to visit with you. Ask these and other questions about convincing others of one's worth (as well as the product).
   - How do you "psyche" yourself before you meet a customer?
   - If we wanted to be salespersons, what qualities should we have?
   - Does one kind of person sell more than others?
   - What mannerisms should a person avoid in order to appear confident and poised?
   - How is an insurance salesperson like any other salesperson? How are they different?

6. Think of famous people, TV stars, or influential people in your neighborhood. How do they convince others that what they do and what they are is vitally important? What do they do that gives them poise and makes one feel they have skills and abilities everyone needs. Try to itemize behaviors that give others a favorable impression. Role play positive attitudes and negative attitudes which convince others positively, or turn people away.

7. Find pictures in magazines which demonstrate poise and a positive impression. Find pictures which illustrate the opposite - insecurity and an unsure position in society. Use large pieces of tag board to make posters which remind students and others that often it takes a concentrated effort to convince others of one's value and worth.

8. On the WORKSHEET on page 212, a number of sentence beginnings have been provided for the student to use to write ways for giving people a positive impression about their abilities. Use this worksheet as a group activity since it may be difficult for students to develop ideas on their own. Suggestions are provided in the Lead-in to the lesson.

9. Set up hypothetical job situations and ask students to verbalize reasons why they believe they should be selected for that particular job. Ask other students to evaluate their reasons.

10. Think of jobs which require workers to have a strong positive approach - jobs where the worker would not be successful without it. In what ways do all people need to have these same characteristics? How does one go about gaining the ability to sell oneself?

Many can argue; not many converse.
-Alcott

CONVINCING OTHERS OF MY WORTH

WORKSHEET 21-1

Name ____

Date____

DIRECTIONS: Read and discuss the two poems in class. Then write a paragraph using this idea: "You Can Do As Much As You Think You Can."

The Man (Woman) Inside

If you think you are beaten, you are;
If you think you dare not, you don't.
If you'd like to win, but think you can't,
It's almost a cinch you won't.

If you think you'll lose, you've lost.
For out in the world you'll find
Success begins with a fellow's will;
It's all in your state of mind.

Full many a race is lost
Ere wind a race if run,
And many a coward fails
Ere even his work's begun.
Think big, and your deeds will grow;
Think small and you fall behind;
Think that you can and you will,
It's all in the state of mind.

If you think you're outclassed, you are;
You've got to think high to rise,
You've got to be sure of yourself
Before you can win a prize.

Life's battle doesn't always go
To the strongest or faster man,
But sooner or later, the man who wins,
Is the man who thinks he can.

—Edgar A. Guest

Thinking Attitude

You can do as much as you think you can,
But you'll never accomplish more.
If you're afraid of yourself, young man,
There's nothing for you in store,
For failure comes from the inside first;
It's there, if you only knew it;
And you can win, though you face the worst,
If you feel you're going to do it.

—Edgar A. Guest

CONVINCING OTHERS OF MY WORTH

WORKSHEET 21-8

Name ______________________________

Date ______________________________

DIRECTIONS: A number of sentences have been started for you. Finish the sentence with a positive phrase which shows others you would be a good person to have around. There are no right or wrong answers.

1. After you accidentally bump into someone, you should ______________________________
____
2. To show that you would be easy to work with, you might ______________________________
____
3. Instead of lying about your past, you should ______________________________
____
4. The clothes you wear to a job interview should be ______________________________
____
5. If you get the feeling the employer has the wrong idea about you, you should ______________________________
____
6. If the employer asks you whether or not you are able to do a task for which you do not have the skills, you should ______________________________
7. When a person says very bad things about you which are not true, the best thing to do would be to ______________________________
____
8. Even though everyone has weak points, it is a good idea to ______________________________
____
9. If a person is not sure if he or she can handle a particular task it is wise to ______________________________
____
10. In order to convince others that I am a worthwhile person, I should remember to do these things:
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________

I should remember to try to avoid such things as:

15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. My biggest problem with regard to convincing others of my value is that I ______________________________
____

PART C
BASIC CAREER INFORMATION

CAREER
OCCUPATIONS

DAFFYNITIONS:

Conceit -- I-strain
Dentist -- someone who always looks down in the mouth
Drill sergeant -- an Army dentist
Diploma -- the man who fixes the pipes
Hamburger -- steak that didn't pass its physical
Illegal -- a sick bird
Incongruous -- where the laws are made
Nursery - a bawl park
Operetta -- a girl who works for the phone company
Ottoman -- a car mechanic

LESSON 22 HOW TO INVESTIGATE CAREERS

LEAD-IN:

One's interests must be considered as good indicators when selecting a vocation. It may be, however, that interests create enthusiasm for the time but may not be lasting. Real interests often have not developed at the high school age. A fact is that one cannot show interest for something that one has not been exposed to, and often teen-age experiences have been limited. Interests are inclined to change as the scope of life broadens.

A satisfying career needs to be of interest, and, at the same time, be neither above nor below one's capabilities. To select the most satisfying job from among the 45,000 possibilities, is no small task.

FOCUS:

1. To develop an understanding of the broad fields of work.

2. To develop an understanding of the processes of securing accurate, up-to-date information about specific job fields.

3. To aid students in the study of particular career choices.

ACTIVITIES:

1. Arrange with the librarian for a tour of the school library to discover the location of career sources, especially the reference books such as the **Occupational Outlook Handbook,** career magazines, up-to-date job opportunity pamphlets, etc.

2. Choose an occupation and make a descriptive booklet of it. Include, but do not limit it to:

   -A written job description
   -Interviews with workers in the field
   -Pictures of workers in that occupation
   -Pamphlets
   -Sources of additional information
   -Advantages
   -Disadvantages

3. On the WORKSHEET on page 217, an outline is provided for the student to use when researching a career which is of interest to her or him. **You may want to use this activity more than once during the year to assist students with acquiring a background of career information.**

4. Arrange for each student to visit 2 to 5 different job sites and spend some time (from 1 to 3 hours at each) observing workers involved with various tasks. Students are to name careers observed, list duties of each employee seen, and then determine which of the job duties require skills that the student possesses or could gain through education and training, and which are not interests of the students at all. Have a sharing time after each student visits a job site.

5. Place five large pieces of newspaper print on the walls in the classroom. Write these headings, one on each piece of paper:

   Agricultural Occupations
   Business and Management Occupations
   Health Occupations
   Home Economics Occupations
   Industrial Oriented Occupations

   With colored pen, write occupational titles in the correct category as class members think of them. Keep this activity going for a week or more, depending upon the interest. Sometimes it will be difficult to determine which cluster a job fits under. Use this opportunity for students to discuss job duties.

6. Students are to research specific occupations found in the community, but about which the students know little or nothing. Four parts should be included:

   -Duties of the job
   -Education and training required
   -Working conditions
   -Student's evaluation of the job as a possible job choice

   Write reports and make presentations to the class.

7. On the WORKSHEET on page 218, a number of business locations have been listed. Students are to write down three job titles of people who might work there. Compile the lists to see how many different job titles were named.

8. Select a career. Compose a pamphlet describing the career. Collect tools, make tapes of interviews with workers, draw illustrations or collect pictures of workers. Combine all into a box and illustrate the outside of the box. Share your information with some other class in the school.

9. Locate addresses and write letters asking for pamphlets and materials of job choices. Students are to share the material and then place it in the career file.

10. For one week, students are to keep a list of all the different occupations of people with whom they come into contact. The log should look something like this:

Date	Worker	Location Seen

It might be fun to estimate at the beginning of the week how many workers each will see. Allow time each day for students to catch up their logs.

Look before you leap--
And you might not. *-Fat Albert*

HOW TO INVESTIGATE CAREERS

WORKSHEET 22-3

Name ____________________

Date ____________________

DIRECTIONS: Choose a career you want to know more about. Find the answers to the following questions.

I would like to know more about ____________________
(Name of Career)

What are 5 tasks a person in that job does?

How many hours a week will that worker put in on the job? ____________________

How much education is needed? ____________________

What special training is required? ____________________

How much money does the worker make? ____________________

What are the possibilities for promotion? ____________________

Where are these jobs located? ____________________

What is the outlook for the future for this job? ____________________

What are the advantages?	What are the disadvantages?

What part of this job would you like the least? ____________________

What part of this job would you enjoy the most? ____________________

How would you rate this job according to your interests and abilities? (Circle the correct response)

Very Low Low Average Good Excellent

HOW TO INVESTIGATE CAREERS

WORKSHEET 22-7

Name ______________________________

Date______________________________

DIRECTIONS: Below are places of employment who hire a number of different workers. Use resources if you need help to find three different workers who are hired there.

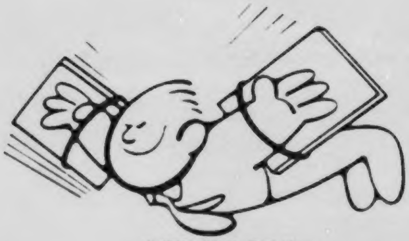
Department Store Workers 1. 2. 3.	School Workers 1. 2. 3.	Garment Workers 1. 2. 3.
Hospital Workers 1. 2. 3.	Recreation Department Workers 1. 2. 3.	Automobile Manufacturing Workers 1. 2. 3.
Bank Workers 1. 2. 3.	Postal Workers 1. 2. 3.	Airport Workers 1. 2. 3.
Police Station Workers 1. 2. 3.	Newspaper Workers 1. 2. 3.	Telephone Workers 1. 2. 3.
Restaurant Workers 1. 2. 3.	Mine Workers 1. 2. 3.	House Builders 1. 2. 3.
Factory Workers 1. 2. 3.	Grocery Store Workers 1. 2. 3.	Golf Course Crew 1. 2. 3.

LESSON 23 PITFALLS IN CAREER PLANNING

LEAD-IN:

Factors which can produce a superficial interest in a job are:

1. Money and the things it can buy often tempts a person to select a job even though it does not use one's abilities or gets one where he or she wants to go.
2. Change and newness in a job wear off unless the job develops abilities and interests.
3. "It's the thing to do," lures young adults to make quick choices even when an interest is lacking.
4. To follow in someone's footsteps only works if interest and ability happen to be coordinated with the job.



A FLYING START

FOCUS:

1. Choosing a career is one of the most important decisions to be made in life.
2. Glamour and earnings are not to be overemphasized when job choices are being formulated.
3. Often one must look beyond friendships, locale, and his or her present qualifications to select a satisfying career.

ACTIVITIES:

1. Invite employees from so-called "glamorous" jobs to talk with the class about sacrifices, drudgery, education and personal qualifications required for their exciting-sounding jobs. Jobs which students glamorize might include: modeling, dramatics, airline piloting, doctors, lawyers, etc.

2. Find occupational pictures of "glamorous" jobs such as a:

   -Movie or TV star
   -Long-haul trucker
   -Doctor
   -Lawyer
   -Model
   -President of a large business
   -Flight attendant
   -Pilot

   With each picture, have two sheets of paper. Write one of these headings on each page: **Advantages of the job** and **Disadvantages of the job.** Have a picture and two sheets of paper at various stations around the room. Appoint students to be "Job Evaluators" who are to move from station to station. Each one is to list one advantage and one disadvantage of each occupation. Determine, as a class, if evaluations are realistic for the job. Time, earnings, aptitudes, interests, investments to get established, etc., should be considered.

3. Do a survey to discover how friends and neighbors went about planning for the job they now hold. Duplicate 5 copies of the WORKSHEET on page 221 for each student in the class. Each member of the class should find one worker with **each** of the following amounts of training:

   -Had no special training except for on-the-job-training
   -Attended a special training school (6 months or less)
   -Attended Junior College or had one or two years of special training
   -Holds a college degree
   -Has had more than 4 years of education and/or training

   After the survey sheets have been completed, compile the data. Discuss the findings and draw some conclusions concerning career decision making:

   -How many people decided in teen-age years what jobs they wanted and still have those jobs?

-How many now work at better jobs than what they aspired to be?
-What was the average number of times a worker changed his or her mind about a career choice?
-What percent of people are totally satisifed with the job they now have?
-What advice do workers want to give teenagers concerning choosing a career?

4. Form a panel composed of five speakers from your class. Each student is to choose one of the occupation listed and prepare a 2 minute speech to describe that occupation and to point out the unpleasant parts o the job that people do not usually think about.

   Veterinarian
   Police Officer
   Factory Worker
   Factory Manager
   School Teacher
   President of U.S.
   Ambulance Driver
   Auto Mechanic
   Farmer

   Allow class members to ask questions of the panel members.

5. Selecting a career which is neither above one's abilities nor below and one which interests the person is a difficult task, especially when there are numerous people unemployed. Invite to class a person from the employment agency to discuss their testing program which tries to match jobs to people's abilities, aptitudes and interests. Find out answers to questions such as:

   -How can we go about getting a job we enjoy rather than any job that is available?
   -What kind of tests will we take?
   -How much matching of people to jobs do you do?
   -What is the process a student must follow to be involved with finding a "matching" job through your agency?
   -Where else can we go for career counseling?

6. Invite to class a college graduate who now has a job which requires no college training. Why is that person not doing the work for which he or she received training? What have been the problems faced? How were these problems met, dealt with, and how were adjustments made?

7. Ask the school counselor to come to class to talk with students about selecting careers. Find out whic jobs are increasing in number, which jobs are decreasing in number, which jobs will be new and will b emerging into the job market within the next year or two. Ask the counselor for helpful hints in occupational planning. What are common mistakes many young people make in selecting a career?

8. On the WORKSHEET on page 222, a grid is provided where students are to list across the top three job choices. A number of specific considerations are to be used by students to rate each of their job choices. Points are to be given and added together. Use these sheets with students to promote thought and discussion about considering carefully pitfalls in occupational planning.

9. Invite to class someone who is unemployed but who is trying very hard to find a job. Discover frustrations through which that person is going. Why is he or she unemployed? How can one prepare for unemployment? What services are available to assist when unavoidable unemployment happens? How can planning help one to by-pass some cases of unemployment?

10. As the teacher-coordinator, describe for the students the circumstances in your occupation that have been influential in causing you to make changes in your career plans. Students often believe that teachers are a special group who do not meet many of the problems others face. Stress that all workers must be ready at a moment's notice to take advantage of new opportunities or to make the best of existing ones. Express some of the considerations that you had to deal with along the way.

When ignorance gets started it knows no bounds.
-Will Rogers

PITFALLS IN CAREER PLANNING

WORKSHEET 23-3

A FLYING START

Name ______________________________

Date ______________________________

DIRECTIONS: Ask a worker you know to fill out this worksheet for you.

Name ______________________________ Occupation ______________________

1. How much training did you have for the job you now hold? (Check one)

    ______No special training except on-the-job training
    ______Special training (six months or less)
    ______One or two years training
    ______College degree
    ______More than four years of training
    ______Other (Please specify)

2. When you were in school, what occupation did you think you wanted most?

    ____ Why?

3. How many times did you change your mind about this job you wanted most? ______ Why did you change your mind?

4. List, in order, all the jobs you have had for pay.

5. How do you feel about the job you now hold?

    ______The job I have is terrific! I would not want to change my occupation.
    ______Most of the time, I enjoy what I am doing.
    ______The job is just an average job---not good. not bad.
    ______A few parts of my job are enjoyable.
    ______I dislike very much the job I have now.

6. What advice would you give teen-agers for planning a career?

PITFALLS IN CAREER PLANNING

WORKSHEET 23-8

A FLYING START

Name ________________________________

Date________________________________

DIRECTIONS: Choose 3 jobs which you think you might like to have. Write the job title on the top line in each column. In the left-hand column are items to consider. Rate each job according to the way **you** feel about it:

1 - Very Poor
2 - Poor
3 - Average
4 - Good
5 - Excellent

Parts of the Job	(Job)	(Job)	(Job)
1. Working conditions			
2. Salary			
3. Duties			
4. Chance for advancement			
5. Working hours			
6. Education needed			
7. Training required			
8. Fringe benefits			
9. Location of the job			
10. Outlook of this job ten years from now			
Total Points			

Is the job with the highest number of points your first choice? Why do you say that?

What did you discover by doing this exercise?

LESSON 24 TRAINING AND EDUCATION REQUIREMENTS

LEAD-IN:

GET AN EARLY START

Each person is born with certain aptitudes (potential for learning certain skills) which he or she can develop through education and training or which can be allowed to go unused. Today's generation has a wide variety of career choices available to them based on their abilities and aptitudes.

Success is knowing what you want to do and then taking the necessary steps to achieve it. That is, setting a definite goal and working steadily toward it. One who wanders through life without a plan has little chance for success. It takes courage to take the first step toward a goal but taking the first step often means one is half way there.

FOCUS:

1. **To determine what jobs are best suited for each student.**
2. **To determine what educational background is needed for various positions.**
3. **To determine what out-of-school training may be required for a specific position.**
4. **To determine what non-academic experiences one can seek that will prove valuable to job choice.**

ACTIVITIES:

1. Ask the students to write on slips of paper jobs they might like to have one day. List these jobs on the board and determine the training and educational steps which must be followed to prepare for job entry and to remain at the same level.

Example 1:	Example 2:
General Physician: -High school diploma -3 or 4 years in premedical courses at a university -Pass admission test -4 years of medical school -1 year internship -Must continue taking courses to learn newest medical developments **Note:** To be a specialist takes from 2 to 5 years as a resident.	**Mail Carrier:** -High school graduate -Pass postal civil service examination -Begin as substitute -Take an on-the-job test each year on rules -Be evaluated each year on performance.

2. Discover the meaning of these words:

Aptitude
Abilities
Specialist
Apprenticeship
On-the-job training
Technical
Skilled
Vocational
Civil Service

Add other words students should know. Put the words on cards. Have one student at a time draw a card, use the word in a sentence and give one factual bit of information to the class which relates directly to the word on the card and to the working world.

3. Students often are unaware that even the most common jobs require training of one kind or another. On the WORKSHEET on page 225, students are to use resources to help locate jobs requiring various amounts of training and education. Be sure to stress that each additional learning activity or each new experience opens more and more doors for job possibilities.

4. On page 226, a WORKSHEET provides assistance for a student to think through a job with regard to qualifications, training, and educational requirements. Suggest that the students work through the sheet carefully and then share the information with one classmate. As teacher-coordinator, you will want to discuss the information with the student to help him or her gain a realistic impression of training requirements.

5. Ask for students to name a hobby, part-time job, or outside activity which would provide experience for preparing for each of these:

   Example:

   Coach--Little league coach
   Farmer--
   Teacher--
   Nurse--
   Photographer--
   Free lance artist--
   Mechanic--
   Professional musician--

6. Invite a speaker from a craft union to familiarize students with apprenticeship programs, trade schools, vocational and junior college programs available in the area.

7. Students are to write letters asking for training and educational information for various jobs of interest to them. Labor unions are good sources. Addresses are given in the **Occupational Outlook Handbook,** also. Have students share their information when letters are returned.

8. Find out jobs famous people had early in their lives. How did the early training and experience help them move up the ladder? How can experience in one field be valuable to a person who finally ends up with a totally different occupation? Point out examples such as a teacher who leaves to sell textbooks, or a body and fender mechanic who goes into selling car insurance.

9. Interview three people (parents, friends, neighbors) to find out their education, training, and experience. List their different jobs. Have they experienced more good luck or misfortunes in their career lives? Could some of these "breaks" have been handled differently? If they were to live their career lives over again, what changes would they have made? How did early experiences help them later in life?

10. A situation: Mory dropped out of school at age 16 and went to work at a gas station. For a year, this job met all his needs. He enjoyed what he was doing and was very happy not to be in school. His friends stopped by the service station often and he spent his time off with them working on cars. Secretly he wished he had taken an auto mechanics course in high school before he left, but that wish did not help him now. Gas station work was the same thing day after day and it did not pay all that well, either. Help Mory get his thinking together. What are some possibilities for him? What is the first important step he will have to take?

Procrastination is the thief of time. Never put off till tomorrow what you can do today.

TRAINING AND EDUCATION REQUIREMENTS

WORKSHEET 24-3

GET AN EARLY START

Name ______________________________________

Date____

DIRECTIONS: Use resource books. List five jobs in each section.

1. Jobs which are classed as civil service:
    1.
    2.
    3.
    4.
    5.

2. Jobs which do not require a high school diploma but only on-the-job training:
    1.
    2.
    3.
    4.
    5.

3. Jobs which require only a high school diploma and on-the-job training:
    1.
    2.
    3.
    4.
    5.

4. Jobs which require a special training period at a special school:
    1.
    2.
    3.
    4.
    5.

5. Jobs requiring a junior college associate degree:
    1.
    2.
    3.
    4.
    5.

6. Jobs requiring a college degree:
    1.
    2.
    3.
    4.
    5.

7. Jobs requiring a college degree plus additional training:
    1.
    2.
    3.
    4.
    5.

8. Jobs requiring an apprenticeship program:
    1.
    2.
    3.
    4.
    5.

TRAINING AND EDUCATION REQUIREMENTS

GET AN
EARLY START

WORKSHEET 24-4

Name

Date

DIRECTIONS: Name a job in which you are interested. Find the answers to the following questions.

Name of Job

Describe the job by listing five duties of it:

1.

2.

3.

4.

5.

What training or education must one have **before** entering the job?

What training will one be required to have **after** entering the job?

Name jobs that one might have if advanced in position.

What training or education would one have to get in order to receive that advancement?

What are the qualifications (abilities) one must have to hold the job named?

Which of those qualifications do you now have?

Which qualifications do you still need?

Would you be willing to make the effort to become qualified?

If yes,what would be the first step you should take?

LESSON 25 CAREER OPPORTUNITIES AVAILABLE IN LOCAL COMMUNITY

LEAD-IN:

Often one thinks it will be necessary to leave the area to find work. The adage, "The grass is always greener on the other side of the fence," is a common error for someone inexperienced with job hunting. It may be the case that no suitable jobs are available, but before one leaves familiar surroundings, search should be made of local job opportunities.

FOCUS:

1. To expose the students to the variety of career opportunities available in their own community.

ACTIVITIES:

1. List a major product of your immediate area. Then name as many jobs as you can think of that are associated with that product. It might be helpful to have a career resource book, perhaps the **Occupational Outlook Handbook,** in which to find training and education requirements for various jobs mentioned. You may want to draw a network design to illustrate: (1) the flow of production, or (2) the chain of command in one particular manufacturing plant.

2. Take a walking tour of one section of your community. List all the different jobs that are available in that area, both professional and vocational. Interview three or four workers to find out how many jobs are involved behind the scenes and what they are. When you return to class, discuss the various workers you saw, and what their jobs involved.

3. Under the following categories, list the names of businesses in your community:

   a. Factories - large and small
   b. Grocery stores
   c. Restaurants - regular and fast food
   d. Gas stations
   e. Communications
   f. Shopping centers
   g. Health areas
   h. Other categories in your community
   i. Tourist facilities

   Do similar jobs tend to be located together? Why is it important for some businesses to be near the river or the railroad? Where are restaurants usually found? What are some of the physical factors to consider when locating a business?

4. Use the categories listed in Activity 3. Name as many different jobs within each business as you can. For example:

   Grocery store - Stock clerks, baggers or sackers, checkout, produce, dairy, frozen foods, meat, department managers, store manager, etc.

   To add more information, research training and education requirements, earnings, ability required, etc. This should be an extended activity since you probably will not have time to do even one category each day.

5. Take two field trips to businesses in your area to compare working conditions. Try to find opposites so there will be a number of conditions to compare. You might choose a busy, dirty, noisy business such as a factory, and compare it with a quiet, clean, inactive business such as a nursing home. Discuss temperaments and personal qualities needed by workers in each place.

6. After determining what the best sources in your area are for jobs for students, visit each of the types to see workers in action, conditions that exist, and qualifications needed. These might include:

   Grocery stores
   Nursing homes
   Florist shops
   Greenhouses
   Fast food services
   Restaurants
   Janitor services
   School district

Then have students draw posters, at least one poster for each place visited, to remind them of job sources. Display the pictures attractively in the classroom.

. Obtain films or filmstrips from local firms (telephone company, various industries) or ask representatives to come explain job conditions, job opportunities, and job outlook for their businesses. Discover what abilities and qualifications are needed. How does a student go about getting a job there? Are there any jobs for students under sixteen years of age?

8. To help students see the variety of available jobs in the area, do the activity on the WORKSHEET on page 229. Students will need to have assistance thinking of jobs within an industry which they may never have seen. Partners may help each other or use resources. Of course, a speaker or a field trip would be ideal.

9. On the WORKSHEET on page 230, a number of careers have been listed. Students are to think of two places in your community for that person to go to apply for a job.

10. Go to the Chamber of Commerce to find out what is done to promote industrial expansion. How are businesses encouraged to come to that area? What is meant by this statement, "More new jobs available in one industry means more jobs for the whole community."

A wise man knows everything;
a shrewd one, everybody.

CAREER OPPORTUNITIES AVAILABLE IN THE LOCAL COMMUNITY

WORKSHEET 25-8

Name ____

Date____

DIRECTIONS: Fill in the answers below. When you have completed the page, you should have outlined the top industries in the area.

Name 5 of the best-known products produced in your area.	Name a business which is involved with that product.	Name all the jobs people have at that business.
1.________________________	________________________	
2.________________________	________________________	
3.________________________	________________________	
4.________________________	________________________	
5.________________________	________________________	

CAREER OPPORTUNITIES AVAILABLE IN THE LOCAL COMMUNITY

WORKSHEET 25-9

Name ______________________________

Date______________________________

DIRECTIONS: In the first column a worker is named. Suggest 2 businesses in your community where the worker might go to look for a job.

Worker	Name of Business
1. Pharmacist	a. ______________________
	b. ______________________
2. Librarian	a. ______________________
	b. ______________________
3. Truck Driver	a. ______________________
	b. ______________________
4. Auto Mechanic	a. ______________________
	b. ______________________
5. Building Construction Worker	a. ______________________
	b. ______________________
6. Welder	a. ______________________
	b. ______________________
7. X-Ray Technician	a. ______________________
	b. ______________________
8. Computer Programmer	a. ______________________
	b. ______________________
9. Accountant	a. ______________________
	b. ______________________
10. Cosmetologist	a. ______________________
	b. ______________________
11. House Painter	a. ______________________
	b. ______________________
12. Real Estate Broker	a. ______________________
	b. ______________________
13. Security Guard	a. ______________________
	b. ______________________
14. Small Engine Repairer	a. ______________________
	b. ______________________
15. Plumber	a. ______________________
	b. ______________________

LESSON 26 CAREER OCCUPATIONS NOT FOUND IN THE LOCAL COMMUNITY

LEAD-IN:

Social studies and science courses identify differences found in various parts of the nation. Some of these differences are terrain, and natural resources, which, in turn, influence methods for getting food, clothing, and shelter, and alters the ways the inhabitants of that area live. Available occupations are directly related to climate, terrain, and natural resources.

Florida or BUST

FOCUS:

1. To help students discover that jobs vary according to the area in which one lives.
2. To acquaint the student with the different types of careers found in geographic locations other than his or her own.

ACTIVITIES:

1. Write letters to the Chamber of Commerce in two cities (one over 150,000, and the other under 50,000) in these states which are in various parts of the United States:

   Washington
   California
   Wisconsin
   Arizona
   Texas
   Maine
   New York
   Nebraska
   Hawaii
   Florida
   Alaska
   Mississippi

   Ask for information about job opportunities in that area. Also inquire about new businesses and industry, the unemployment rate, and the cost of living index. Share information as it is returned.

2. Discuss job availability in relation to the following:

   Mountains
   Oceans
   Lakes
   Plains
   Cold winters
   Cool summers
   Mild winters
   Hot humid summers
   Low rainfall
   High rainfall
   Dense population
   Sparse population

   Make lists of jobs that might **only** be found in each particular geographical location. What jobs would **never** be found in each area?

3. Discuss the following questions using a map of the United States: Where are most of these workers found? Why?

   Agriculture Mining Government Marine

   Which of the following clusters of workers constitute the greatest number of the employed in the United States? Why?

   Agricultural Occupations
   Business, Marketing and Management
   Health Occupations
   Home Economics Occupations
   Industrial Oriented Occupations

4. How does the number of technicians in the U.S. compare with other countries? Where is the demand for technicians greatest? Pick out a specific area of the country: Which of the clusters has the most workers there? (Such areas might include: Prairies of the Midwest; Detroit, Michigan; Pittsburgh, Pennsylvania; the mountains of Oregon; Sears Tower in Chicago; Johns Hopkins University in Maryland.)

5. Invite a worker to class, perhaps a parent, who has worked in a number of different geographical locations. Or, you might invite someone in an occupation who travels from coast to coast. Ask the speaker to compare the number and kinds of occupations found in different locations. Talk about reasons for the differences in demand for jobs in various sections of the country.

6. To get students to think about the location of specific jobs which might be choices of theirs some day, hand out the WORKSHEET on page 233. Various distances from the area have been listed. The student is to decide if the occupation will be found in the area or not. Some job titles may need to be defined and discussed before students do the worksheet. After the sheets have been completed, discuss the answers. If a certain job is not found in your area, discover why there is no demand.

7. The WORKSHEET on page 234 is a map of the United States. Occupations are listed. Students are to decide where such a worker might be working. Students are to decide where would be the best place to go to look for a job if they were the worker named, and they are to write the number on the map at that point. Of course, there are a number of right answers. Resources may be needed.

8. Magazines and newspapers often contain ads suggesting people buy land and locate in Australia, New Zealand, or the Middle East. Locate some of these ads. Why are these countries encouraging immigration? Find out what they use for inducements? What jobs would be available? Write directly to these countries for information. Were your suppositions correct? Would students want to leave the country if opportunities were good?

9. Watch TV shows such as westerns and shows set in Hawaii, Alaska, etc. Name jobs of the people in these areas which would not be found in your area.

10. Discover how large industries are often part of a larger branch. Find out where head offices are located. The economic community is larger than the immediate area. How does this influence the local area? What branches of larger corporations are in your area?

Blessed is he that expects nothing,
for he shall never be disappointed.
-Ben Franklin

235

CAREER OCCUPATIONS NOT FOUND IN THE LOCAL COMMUNITY

WORKSHEET 26-6

Name ______________________________

Date ______________________________

DIRECTIONS: Look at each occupational area in the left hand column. Then write "yes" or "no" in each column as you decide if a job could be found there.

Occupational Area	Found within 5 miles?	Found within your county?	Found only in other parts of the state?	Found only in special parts of U.S.?	Found in all parts of U.S.?
Coal Mining					
Lumbering					
Garment Manufacturing					
Aircraft Manufacturing					
Aluminum Manufacturing					
Entertainment					
Publishing					
Quarrying					
Tobacco Growing					
Oil Industry Occupations					
Vineyard Workers					
Farm Machinery Manufacturing					
Soft Drink Industries					
Marine Occupations					
Iron and Steel Industries					
Race Car Occupations					
Soil Conservation Jobs					
Oceanographers					
Furniture Manufacturing					
Computer Programming					
Postal Occupations					
Zoo Keepers					
Movie Industries					
Outdoor Guides					
Dock Workers					
Professional Scuba Divers					

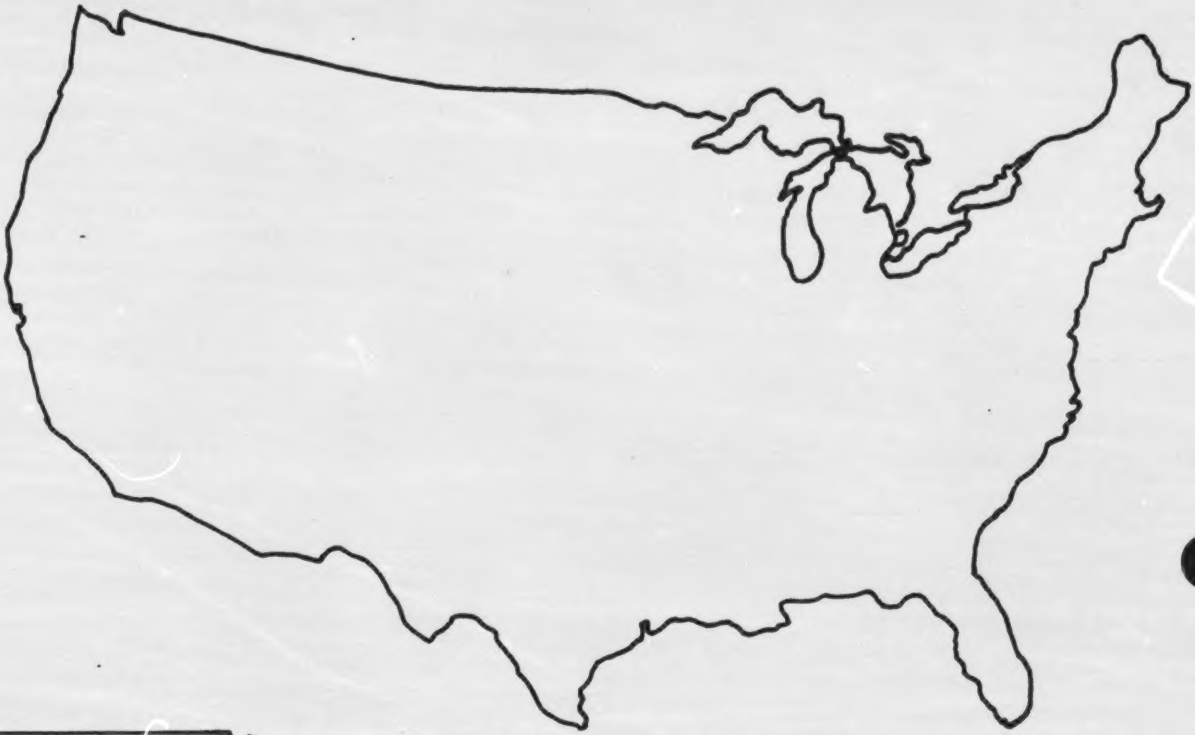
CAREER OCCUPATIONS NOT FOUND IN THE LOCAL COMMUNITY

WORKSHEET 26-7

Name ______________________________

Date_______________________________

DIRECTIONS: Below is a map of the United States. Think of the best place to go to find each job listed below. Write the number of the occupation on the map in the right place. Be ready to defend your answer.



1. Cotton grower
2. Citrus fruit packer
3. Oil well worker
4. Soybean farming
5. Seafood packer
6. Cheese factory worker
7. Coal miner
8. Logger
9. Movie performer
10. Hula dancer
11. Pipe line maintenance worker
12. Indian jewelry buyer
13. Professional race car driver
14. Automobile manufacturing
15. Airplane manufacturing
16. Tuna fishing
17. National Park worker
18. Granite mining
19. Tourism
20. Year-round truck farming

No wonder American people are filling roads, trains and air. There is so much to see. What we lack in reading, we make up in looking.

-Will Rogers

LESSON 27 VALUE OF PART-TIME JOBS

LEAD-IN:

WANTED
Balloon Seller

More than 35% of American youth have part-time or summer jobs. Money is, perhaps, the most important single objective. However, even though young people complain bitterly about the lack of free time, they prefer the feeling of independence. They will, at the same time, gain valuable information about the working world. The partime job will assist students to:

1. Decide what they want, and what they do not want in a permanent job.
2. Learn job-getting skills
3. Learn how to get along with employers and co-workers.
4. Get a recommendation from the employer for a full-time job.

FOCUS:

1. To assist students to understand how part-time jobs can supply valuable information relative to education and future employment.
2. To aid students in discovering that a part-time job helps students learn to get along with people.
3. To aid students to understand that a sense of responsibility will come through participation in a part-time job.

ACTIVITIES:

1. Divide the class into two groups. One group will think of all the reasons why part-time jobs are good for young people. The other group will think of all the reasons why young people should not get part-time jobs. Since most of the students are involved with work situations already, concentrate on full-time summer employment as being the part-time job.

2. Ask students to select a possible part-time (summer) job which they may wish to have in case their WECEP job does not continue during the summer. They should consider the following areas:

   -Nature of the work
   -Training and/or education required
   -Probable income
   -Opportunity for advancement
   -Openings found locally

   Write a paragraph by using the information to describe the job.

3. Ask the director of the U.S. Employment Agency to speak to the students about summer part-time jobs. Ask him or her to also discuss the problem of competition for summer jobs, correct procedures to follow and hints for success in job hunting.

4. Use the WORKSHEET on page 237 as an activity to provide students with ideas for summer jobs as well as to describe jobs which are suitable for training station jobs during the year.

5. On page 238, a WORKSHEET has been provided for the student to systematically evaluate a job choice for a summer job. After the student has completed the worksheet, discuss with him or her responses given. Be sure the student sees the job realistically and not as an easy, glamorous job for which the student is not qualified.

6. Give this situation: John has had a WECEP job during the year at a fast food shop near the school. On Saturdays he always works with his father doing odd-jobs around the farm which he thoroughly enjoys.

Summer is coming. Since he lives five miles from the store where his WECEP job is, and since transportation downtown is a problem, he decides he will get a job closer to home. What are some job possibilities for John to look into? Consider his qualifications, his obligations to his father, his interests. Develop real situations of students in the class, and allow classmates to help make job choice suggestions.

7. If no summer jobs appear to be available, one may always set up his or her own business. Possibilities are

   Babysitting
   Car washing
   Window washing
   Yard work

   Selling magazine subscriptions
   Running errands
   Delivering parcels for neighborhood stores
   Pet sitting

   Discuss advantages and disadvantages of such part-time work. Be sure to include personal qualities needed by such a person who is self-employed. Ask for suggestions for other ways to earn money by being self-employed. Students who go into business for themselves are able to do some jobs which are illegal for students under 16 such as washing windows and cars.

8. Make a list of "Do's" and "Dont's" for students looking for summer jobs on their own. Many of the activities done through the year will be reminders for them as to what to do and what not to do. Make the list on the board, copy it and give each student a copy. When it is a list they have composed, it will be more meaningful. Be sure they think to include parts, such as:

   Apply early in the spring.
   Secure letters of reference from WECEP employer.
   Observe correct interview procedures. (Discuss them again.)
   Be groomed appropriately.
   Be aware of all the possible job sources.

   Discuss with students the possibility for accepting an apprenticeship in printing, etc. as a part-time job with little or no money.

9. Parents had part-time jobs when they were young, too. What jobs did they have? How did those jobs help them with becoming familiar with job opportunities later? Find out what part-time jobs did local importan people have as well as national celebrities.

10. For summer part-time jobs, ask the local CETA representative to discuss job possibilities as well as procedures for getting a job through that service.

I know a ten-year-old who's been watching baseball on TV all summer.
He doesn't know much about the game but he shaves magnificently!
-Robert Orben

VALUE OF PART TIME JOBS

WORKSHEET 27-4

WANTED
Balloon Seller

Name ______________________________

Date ______________________________

DIRECTIONS: In the first column are job titles, and in the second column, job descriptions. Match the title with the description and write the number on the line. These jobs are often part-time and usually suitable for WECEP students.

Job Title

—— 1. Nurse Aide
—— 2. Stock Clerk
—— 3. Greenhouse Helper
—— 4. Waiter/Waitress
—— 5. Chef's Assistant
—— 6. Grocery Carry-Out
—— 7. Typist
—— 8. Motel Room Attendant
—— 9. Yard Worker
——10. Babysitter
——11. Paper Carrier
——12. Janitor
——13. Library Helper
——14. Kennel Attendant
——15. File Clerk
——16. Caddie
——17. Store Clerk
——18. Dishwasher
——19. Laundry Worker
——20. Florist's Helper

a. Sacks and carries out to the car grocery orders.
b. Takes food orders and serves prepared food.
c. Helps the chef prepare food.
d. Types letters and materials and does general office work.
e. Plants, waters, and cares for plants.
f. Makes beds, cleans rooms.
g. Fills shelves with new supplies.
h. Delivers papers, collects from customers, pays bill.
i. Helps to care for sick people.
j. Feeds and waters animals.
k. Classifies, stores and finds office information.
l. Checks out books and returns books to shelves.
m. Washes and folds clothes.
n. Mows the lawn, rakes leaves, cares for flowers.
o. Collects money for items bought and helps customers.
p. Tends children while parent(s) is away.
q. Gets dirty dishes, pots and pans ready for use again.
r. Cleans floors and furniture.
s. Gets flowers ready for florist to arrange.
t. Carries golf clubs for a golfer.

DIRECTIONS: Name 3 other part-time jobs that are available in your area. Write the job title on the first line and a description on the second.

TITLE	DESCRIPTION
21. ______________________	______________________
22. ______________________	______________________
23. ______________________	______________________

There's one thing about being poor - it's expensive.
-Fat Albert

VALUE OF PART-TIME (SUMMER) JOBS

WANTED
Balloon Seller

WORKSHEET 27-5

Name ______________________________

Date ______________________________

DIRECTIONS: Think of a part-time (summer) job that you would like to get sometime. What job would that be? Now answer these questions by checking the column which answers your question.

	Yes	No	I do not know
1. Is the job I am considering an interesting one?			
2. Do I have the ability and qualifications to be a good worker if I had this job?			
3. Do I really need the job for the money I would earn?			
4. Is my health good enough to stand the pressure of work?			
5. Will I gain work knowledge on this job?			
6. Will I still have enough time to spend with my friends?			
7. Does my family approve of the job and the time I will spend at work?			
8. Are the hours and days I would work agreeable with everyone (my own lifestyle, my family, and the employer)?			
9. Can I handle the conditions under which I will be required to work?			
10. Am I sure, before I begin the job, that I will do the best job I can?			

DIRECTIONS: Now answer these questions.

11. What questions did you answer "no?" ______________________________

Why did you answer "no" to these questions?

12. Which questions did you answer, "I don't know?" ______________________________

Why are you not sure?

13. Now, do you still think the part-time job would be a good choice for you? ______________________________

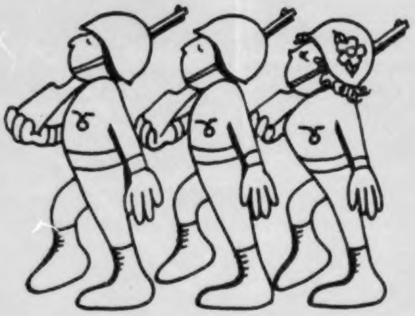
Why?

14. Name three places where you might go to ask about this job.

LESSON 28 A JOB IN THE ARMED FORCES

LEAD-IN:

Although most do not consider a job in the military as a lifetime career, more and more young people are turning to one of the branches of the service because of the money, the varied career opportunities available, and because of the variety of lifestyles offered.



Even though an individual may not plan to stay in the service more than four years, those four years can be used as a training period for a rewarding civilian career. (This is especially true if money is not available for education for a desired profession or if no career choice has been made).

FOCUS:

1. To help students become aware of the career opportunities available through the various branches of the armed forces.

2. To assist students to understand the advantages and disadvantages of a military career.

ACTIVITIES:

1. Become familiar with this military terminology:

   Volunteer
   Active Duty
   Commissary
   Enlist
   Draft
   Induct
   Civilian
   Recruit
   Mobilization
   Maneuvers
   Benefits
   Base
   Armory
   Combat
   Reserves

   Do the activity puzzle on the WORKSHEET on page 241. Discuss the meanings of the words after the students do the puzzle. Relate them to the military world.

2. Arrange to visit each of the recruitment centers in your area (Army, Navy, Marine, National Guard, Coast Guard, Air Force). Or invite a recruiter from one or more of the branches to come to class. Center your discussion around the various careers available, the requirements for acceptance, benefits offered, opportunities for women, promotions, etc. Ask each branch to provide your class with materials describing job opportunities. (They often have other "give-aways" which kids enjoy; ask for them.)

3. Write business letters, using correct form and spelling, to each branch of the service to ask for more information. Ask students to share the returned information.

4. Ask the school counselor for materials describing job opportunities in the five branches. Have each student find a job that sounds interesting and seek out the information asked for on the WORKSHEET on page 242. Each student will share his or her information with the class.

5. Divide the class into five groups. Each group is to research one of the branches of the service and find the answers to these questions:

   What is the age for enlisting?
   What are qualifications of enlistees?
   How much does an enlistee get paid?
   What is the length of the basic training period?
   What does this first training consist of?
   How are people selected for specific training?
   How long is a term of service?
   What are the bonuses for re-enlistment?
   What are the advantages of this branch of service?
   What are the disadvantages of this branch of service?
   How long must one serve before retiring?
   What are the retirement benefits?

6. Learn the different ranks. How does one progress from one level to the next? What are the differences in responsibilities at each level? How much does a person at each rank earn?

7. Visit the local National Guard Armory and the Army Reserve Headquarters to determine the similarities and differences. Find out programs available and the requirements of each.

8. Check into how the requirements have changed for the armed service in the last five years. Can one enlist if convicted of a criminal offense (felony)? What are the opportunities for women?

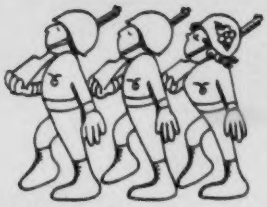
9. Look at the promotional literature put out about each of the branches of the armed services. How has it changed? What statements can you find in the literature that may not be entirely true for everyone?

10. Discover what careers can come out of military service. Compare classifications of civilian and military jobs.

America is a tune. It must be sung together.
-Gerald Stanley Lee

A JOB IN THE ARMED FORCES

WORKSHEET 28-1



Name ______________________________

Date ______________________________

DIRECTIONS: Listed below are military words. Use the words to fill in the puzzle. If you do not know the meanings of the words, look them up in a dictionary.

3 Letters
Men
Pay
Sea

4 Letters
Army
Duty
Flag
Fort
Mess
Navy
Port
Ship
Tank

5 Letters
Bonus
Corps
Draft
Leave
Medal
Ocean
Rated
Shots
Tests
Women

6 Letters
Orders
Recall
Salute
School
Troops

7 Letters
Academy
Enlists
Ensigns
Marines
Officer
Uniform

8 Letters
Air Force
Assigned
Benefits
Chaplain
Civilian
Missiles
Overseas
Reserves
Sergeant

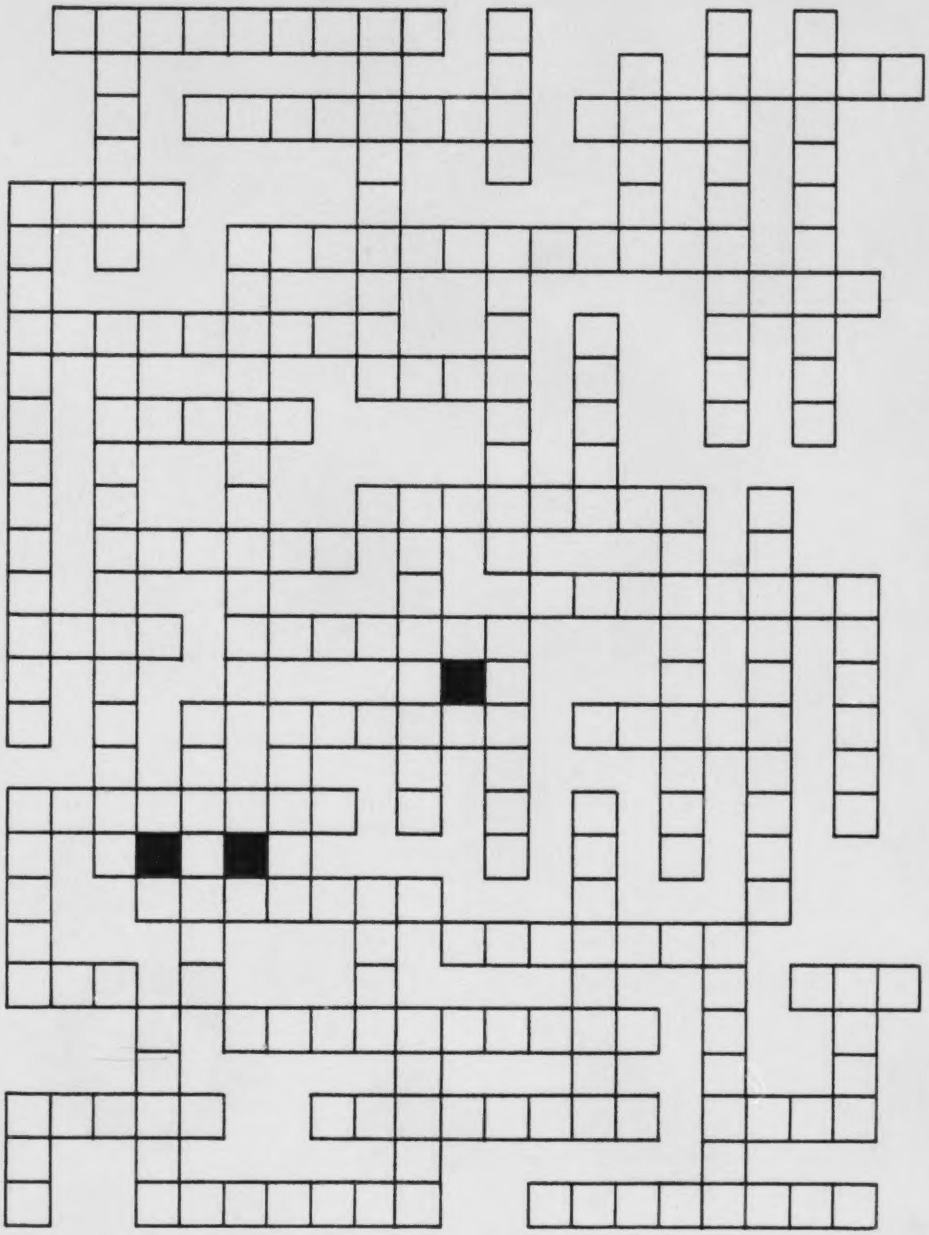
9 Letters
Discharge
Enlistees
Submarine
Volunteer

10 Letters
Active Duty
Coast Guard
Enlistment
Protection

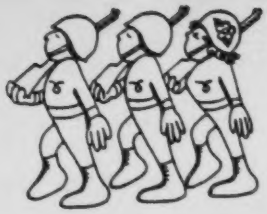
11 Letters
Paratrooper

12 Letters
Post Exchange

13 Letters
Basic Training
Physically Fit



A JOB IN THE ARMED FORCES



WORKSHEET 28-4

Name ______________________________

Date ______________________________

DIRECTIONS: In the material you have that tells about the Army, Navy, Air Force, Marines, and Coast Guard, choose one job which interests you. After you find the following information, give the report to the class.

JOB ______________________________ Branch of the Service ______________________________

1. Describe the job.

2. What are the qualifications needed?

3. What type of temperament is needed?

4. What are the physical demands of the job?

5. What are some similar jobs you might find after you leave the service?

6. Name some disadvantages of being in the service.

7. What are the advantages?

8. Would you like to be in the service? Why?

LESSON 29 THE FACTORY WORKER

LEAD-IN:

The business of manufacturing is a key activity of our nation's economy. Each year millions of skilled, semi-skilled, and unskilled workers are employed in factories which manufacture everything from simple plastic toys to complex machinery and computers.

All levels of training, from engineers, scientists, and technicians who guide the production processes, to the laborers who do the monotonous details, are necessary for the completion of these products. Nearly everyone at one time or another has been involved with some type of a production line.

FOCUS:

1. To assist students to become aware of the importance that manufacturing plays in our economy.
2. To understand the various levels of training needed by workers in a factory.
3. To become aware of the monotony of some factory jobs.

ACTIVITIES:

1. Select a product such as one of these:

   Bread Refrigerators Shoes Shampoo Automobiles Band-aids

   Then suppose that the following occupations were needed at the factory where your product was made. Out of each 100 workers, the following jobs were needed:

Class	Jobs	Out of 100 workers employed, the number needed
Professional and Technical Workers	Engineers Scientists Technicians Research & Development	9
Clerical Workers	Secretaries Office machine operators	6
Sales Workers	Sell the product	12
Craftsmen, Foremen	Install and maintain machinery and equipment. See that the production carries on.	19
Operators (Assembly Line Workers)	Run the machines and actually make or put the items together	44
Service Workers	Not directly involved with the product but assist the workers	2
Laborers	Do manual labor	5

   Decide what each of the workers would do. Try to be as technical as you can in order for students to realize the magnitude of the manufacturing business.

2. Visit a factory. Ask about the various categories of jobs listed above. Since you will probably see the operators more than anyone else, be sure the guide points out other workers. Discuss qualifications of each job category and ask about chances for advancing from one category to the next.

3. Invite an operator (assembly line worker) to come to class to talk about his or her job. Talk about monotony and how one overcomes boredom. What are the chances for advancement? What are important character traits and abilities to have in order to be a good assembly line worker?

4. Set up an assembly line in the classroom. Use old greeting cards to make new greeting cards, make cookies, build birdhouses, design and make stuffed animals, etc. Decide on positions needed and assig each person a position. You will need, at least, the following:

   Designers
   Assemblers
   Buyers
   Sellers
   Supervisors
   Office Workers
   Bookkeepers
   Inspectors
   Packers

   Discuss the process. Determine what some of the problems would be in a factory setting. Sell the product and determine the profit or loss.

5. To illustrate the monotony of jobs found in factories, set up a Widget Assembly Line. Widgets are two paper clips hooked together. You will need:

   1,000 paper clips
   100 white envelopes
   10 rubber bands
   1 pencil

   And you will need these workers:

   1 supervisor
   4 assemblers
   1 labeler
   1 inspector
   1 bander
   1 union leader

   Each assembler puts 5 widgets into 1 envelope and passes it to the labeler who writes "Widget" on the envelope. The inspector checks the work and passes it to the bander who counts out 10 envelopes and puts a rubber band around them. The supervisor sees that all work is done and the union leader makes sure all working conditions are adequate.

   Discuss: What happens when one workers does not work fast enough to keep up? What are problems that must be met? What would making widgets be like after 4 hours? 8 hours? 1 year? 5 years? Are there really jobs that are similar to widget making? Name some. Would you like a monotonous factory job?

6. List all the factories and manufacturing industries within a ten or twenty mile radius. Assign students t find out which have suitable positions for workers who have no training beyond high school. Establish wages, fringe benefits, union requirements, etc. for each industry. Discuss advantages and disadvantages of each. (Be sure to include working conditions, skills needed, advancement possibilities, required special tools, and clothing, etc.)

7. In some countries schools are partially financed by students who work a part of each week in assembly line jobs that take place right in the classroom. Jobs include putting ballpoint pens together or boxing flash cubes. Students sometimes grow and sell vegetables. It is the responsibility of each classroom to earn a certain part of the money their education costs. Discuss: What are the advantages and disadvantages? What does this do to the factory job? Will students appreciate their education more? Will they learn about the working world? Should American schools instigate such a work program?

8. To emphasize the number of factory workers needed and the types of articles assembled in a factory, hand out the WORKSHEET on page 245 which contains scrambled words. Students are also asked to think of other items they use which are factory assembled. Clothing manufacturing is a huge industry in itself. Assist students to see its magnitude.

9. Students are to each interview a factory worker in their neighborhood and find the answers to the questions on the WORKSHEET on page 246. After the forms have been completed, encourage the students to share their information with the class.

10. Do research on fringe benefits in industry. What are some benefits that are important? Discuss wages versus piece work, promotions, vacations, etc. Compare fringe benefits of two similar industries. What influence have unions on fringe benefits?

THE FACTORY WORKER

WORKSHEET 29-8

Name ______________________________

Date ______________________________

DIRECTIONS: Unscramble the letters of the following words to discover a few of the many products that you use which are manufactured by the assembly line process.

Lawn Mower
Tape Recorder
Canned Food
Flashlight
Bicycle

Ballpoint Pen
Clock
Games
Radio
Camera

Shoes
Stereo
Stove
Clothes
Television

Motorcycle
Typewriter
Telephone
Automobile
Appliances

1. Uoboatmlie ______________________________
2. Armace ______________________________
3. Pryeitrwte ______________________________
4. Llabintop/nep ______________________________
5. Hlslafihtg ______________________________
6. Tveso ______________________________
7. Orocmcelty ______________________________
8. Airod ______________________________
9. Evetlinois ______________________________
10. Lteochs ______________________________
11. Ancnde/dofo ______________________________
12. Hoses ______________________________
13. Peta/eorecrdr ______________________________
14. Teesro ______________________________
15. Amegs ______________________________
16. Locck ______________________________
17. Alacspiepn ______________________________
18. Epotnleeh ______________________________
19. Icbceyl ______________________________
20. Waln/wemor ______________________________

THE FACTORY WORKER

WORKSHEET 29-9

Name ______________________________

Date ______________________________

DIRECTIONS: Ask a factory worker these questions:

1. Name of worker ______________________________
2. Where do you work? ______________________________
3. Describe your job. ______________________________
4. Please draw a diagram to show one of these ideas:
   a. The order of positions (from lowest worker to highest worker) in your factory.
   b. The progress a product takes (from beginning of product to finished product).
5. How long have you worked in the factory? ______________________________
6. Name the parts you like about assembly line work? ______________________________
7. What do you dislike? ______________________________
8. Would you recommend factory work? __________ Why? ______________________________

LESSON 30 LABOR UNIONS

LEAD-IN:

The democratic theory of work is that the individual should be free to choose an occupation or skill, free to make the decision as to location of residence, and free to bargain with an employer for fair wages and working conditions. This theory assumes that workers will personally know the employer and will bargain with him or her face to face.

When power-driven machinery replaced hand labor, factories expanded in size and workers tended to lose their individuality in the manufacturing process.

Labor unions have given workers influence in dealing with employers. Their motto is: "Through union, comes strength." They use this strength in efforts to gain higher wages, better working conditions, more control over their jobs, and improvements in the social and economic life of working people.

STRIKE
MORE MONEY
MORE BENEFITS
NOW!

FOCUS:

1. To help students understand the reasons why unions have been formed.

2. To assist students with understanding the meanings of union-related terms.

ACTIVITIES:

1. In 1919, Calvin Coolidge, Governor of Massachusetts said that there is no right to strike against the public safety and used his power to stop it. Take a poll of the class. Ask: Was this the right action to take? Then draw this continuum and label it in the following way:

Definitely had the right to stop the strike ________________ Definitely did not have the right to stop the strike

No Opinion

Now decide how the class feels about the following groups striking:

- a. School Teachers
- b. Doctors
- c. Bus Drivers
- d. Athletes
- e. News Reporter
- f. Police Officers
- g. Coal Miners
- h. Fire Fighters
- i. Soldiers
- j. Farmers

2. Write on the board the words used on the WORKSHEET on page 251. Look up the definitions. Do the puzzle. Talk about the words again.

3. Hand out the WORKSHEET on page 252. Students are to look up the definitions of the words and learn them. Divide the class into two teams. The teacher-coordinator will give a word to one team; that team is to define the union term for one point. If that team cannot define the word, the other team gets a chance. At the end of the game, the team with the most points is declared the "Winner of the Day."

4. Have a worker who has been on strike to come to class and talk about feelings and conditions brought on by a strike. Also discuss advantages and disadvantages of unions and strikes.

5. Unions are organized on three levels: the local chapter, the national union, and the federation. Find out

from 3 people from different types of unions what each level involves. Make a chart on a sheet of paper in this way:

	1st Job	2nd Job	3rd Job
Local Chapter			
National Union			
Federation			

6. On separate days, schedule visiting speakers as follows:
   a. Business Representative of a Local Union with a contract in the local community. -- Topic: "Labor Views on Forming and Living with a Collective Bargaining Agreement."

   b. Personnel Manager or Industrial Relations Manager of a compnay with a contract in the local community. -- Topic: "Management Views on Forming and Living with a Collective Bargaining Agreement."

   (Avoid having labor and management people talking about the same contract; the purpose here is education, not to put people against each other).

7. Have students obtain actual labor-management agreement(s) (union contracts) now in effect in the local community. Study the contract content to discover:
   a. Names of Job Classifications covered by contract.
   b. Piecework provisions, if any.
   c. Overtime pay rate.
   d. Shift differential (more pay for second and third shifts).
   e. Additional pay for Sunday and holiday work.
   f. Cost-of-living wage adjustments.
   g. Definition of a work day and work week.
   h. Amount of paid vacation.
   i. Dates of paid holidays.
   j. Basis for layoffs.
   k. Basic steps in grievance procedures.
   l. Fringe benefits provided by contract.
   m. Union shop or open shop.
   n. Is union recognized as sole bargaining agent for employees?
   o. What rights of management are spelled out in contract?
   p. When does contract expire?
   q. What does the contract say about strikes?

8. Who were Walter Reuther, (United Auto Workers) and John L. Lewis (United Mine Workers)? Locate names of other well-known union workers. Who were they and for what did they stand? Find out who local union officials are. How can they be contacted to find employment?

9. In the struggles for organization and recognition, sometimes violence and bloodshed resulted. Individual or small group reports should be made on one of the following topics:

   a. Molly Maguires (anthracite coalfields of Pennsylvania, 1870's)
   b. Railroad Strike of 1877 ("greatest labor disturbance")
   c. Haymarket Riot 1886 in Chicago
   d. Carnegie Steel Plant Strike-Lockout 1892 (Pinkerton Detectives)
   e. Pullman Strike 1894 (in Illinois -- federal troops used)
   f. Boston Police Strike 1919 (first strike of public employees)

10. Several laws are of importance to working people. Individual or small group reports should be made on the provisions of one of the following laws:

   a. Clayton Act of 1914 ("Magna Carta of Labor")
   b. Norris-LaGuardia Act of 1932 (Outlawed "Yellow Dog" Contracts)
   c. Wagner Act of 1935 (National Labor Relations Act)
   d. Social Security Act of 1935
   e. Wage and Hour Act of 1938 (Fair Labor Standards Act)
   f. Taft-Hartley Act of 1947 (Labor-Management Relations Act)
   g. Landrum-Griffen Act of 1959 (Labor-Management Reporting and Disclosure Act)
   h. Federal Equal Pay Act of 1963

A steam shovel was digging an excavation when a union official stomped in. He said: "A hundred men could be doing that with shovels!"

The contractor agreed but added: "Why not a thousand men with teaspoons?"

-Robert Orben

He that would live in peace and at ease,
must not speak all he knows,
nor judge all he sees.
-Ben Franklin

LABOR UNIONS

WORKSHEET 30-2

STRIKE
MORE MONEY
MORE BENEFITS
NOW!

Name ____________________________________

Date____________________________________

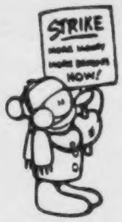
DIRECTIONS: Look at the words listed below which all have to do with labor unions. Find the words in the puzzle. Then find the meanings to the words.

AFL-CIO
Apprentice
Arbitration
Black List
Boycott
Business Agent
Closed Shop
Contract
Craft Union
Debate
Economy
Fair Employment Practices
Force
Foreman
Hiring Hall
Journeyman
Labor Management Relations Act
Labor Market
Lock Out
Minimum Wage
National Labor Relations Board
Negotiate
Open Shop
Organize
Picket Line
President of Union Local
Right-To-Work Laws
Shop Steward
Strike
Sympathy Strike
Trade Union
Wild Catters
World Slow-down
Work Stoppage

A	C	B	G	H	I	U	N	I	O	N	L	A	B	E	L	J	K	L	L
B	R	U	G	F	D	C	A	P	P	R	E	N	T	I	C	E	N	M	A
C	A	S	H	O	P	S	T	E	W	A	R	D	T	S	R	Q	O	P	B
D	F	I	E	R	B	A	I	Y	Z	R	O	P	E	N	S	H	O	P	O
F	T	N	F	E	E	W	O	X	W	B	V	U	A	F	L	C	I	O	R
A	U	E	G	M	P	O	N	L	H	I	R	I	N	G	H	A	L	L	M
I	N	S	H	A	R	R	A	M	O	T	N	Q	R	S	Y	X	U	T	A
R	I	S	I	N	E	K	L	P	T	R	A	D	E	U	N	I	O	N	N
E	O	A	S	J	S	S	L	H	G	A	F	E	Z	J	W	V	B	A	A
M	N	G	Y	K	I	T	A	N	J	T	U	R	D	O	M	C	L	B	G
P	L	E	M	E	D	O	B	E	M	I	N	I	M	U	M	W	A	G	E
L	O	N	P	C	E	P	O	G	I	O	I	G	K	R	L	O	C	N	M
O	C	T	A	O	N	P	R	O	B	N	O	H	X	N	Y	R	K	B	E
Y	K	L	T	N	T	A	R	T	W	T	N	T	Z	E	C	K	L	C	N
M	O	A	H	O	O	G	E	I	I	U	S	T	A	Y	O	S	I	D	T
E	U	B	Y	M	F	E	L	A	L	V	H	O	E	M	N	L	S	O	R
N	T	O	S	Y	U	P	A	T	D	W	O	W	F	A	T	O	T	R	E
T	O	R	T	Q	N	R	T	E	C	S	P	O	B	N	R	W	G	G	L
P	P	M	R	O	I	M	I	N	A	L	K	R	O	I	A	D	H	A	A
R	Q	A	I	R	O	S	O	A	T	C	B	K	Y	J	C	O	F	N	T
A	U	R	K	T	N	Y	N	F	T	D	E	L	C	W	T	W	O	I	I
C	V	K	E	W	L	X	S	O	E	S	N	A	O	X	V	N	R	Z	O
T	Z	E	T	R	O	S	B	M	R	Q	P	W	T	Y	L	K	C	E	N
I	U	T	D	E	C	F	O	G	S	O	R	S	T	R	I	K	E	H	S
C	H	I	J	D	A	C	A	D	E	B	A	T	E	I	J	T	V	G	A
E	K	M	N	O	L	P	R	P	I	C	K	E	T	L	I	N	E	A	C
S	L	C	L	O	S	E	D	S	H	O	P	Z	U	A	Z	X	X	W	T

LABOR UNIONS

WORKSHEET 30-3



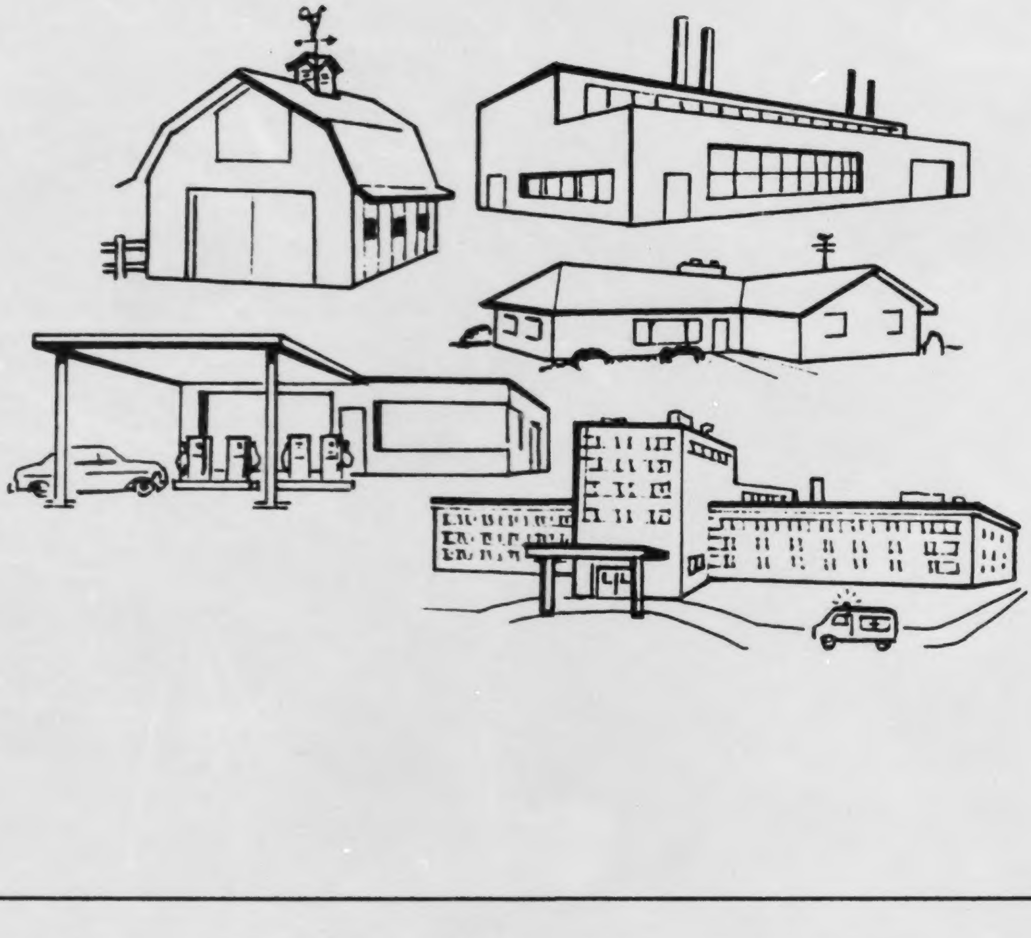
Name ____________________

Date ____________________

DIRECTIONS: Below are listed a number of terms that deal with Labor Unions. Take the list with you. Interview workers who belong to Labor Unions or look in books at the library to find definitions to the following words:

1. Apprentice Program ____________________
2. Business Agent ____________________
3. Shop Steward ____________________
4. Foreman ____________________
5. Arbitration ____________________
6. Mediation ____________________
7. Minimum Wage ____________________
8. Right-To-Work Laws ____________________
9. Black List ____________________
10. Lock Out ____________________
11. Open Shop ____________________
12. Closed Shop ____________________
13. Boycott ____________________
14. Picket Line ____________________
15. Strike ____________________
16. Sympathy Strike ____________________
17. Union Label ____________________
18. Union Shop ____________________
19. Wild Catters ____________________
20. Work Slow-down ____________________

JOB CLUSTERS



How few there are who have courage enough to own their faults, or resolution enough to mend them!
-Ben Franklin

257

AGRICULTURAL OCCUPATIONS

If the owl is so wise, how come he can't get off the night shift?
-Fat Albert

LESSON 31 OVERVIEW: AGRICULTURAL OCCUPATIONS

LEAD-IN:

PRODUCE
MEATS

People who work in the Agricultural Occupations cluster area typically work outside on farms, in food processing plants, in horticulture establishments, at machinery dealerships, in and around grain mills, and deal with farm service stores as well as in a variety of other settings.

Agricultural occupations are jobs involved with plants and animals, their supplies and their products and can be classified in the following ways:

-Animal production
-Plant production
-Agricultural supplies and services
-Agriculture mechanics
-Agriculture products (processing)
-Ornamental horticulture
-Forestry

FOCUS:

1. To become aware of the broad cluster of jobs known as Agricultural Occupations, and to become aware of specific jobs within that cluster.
2. To discover interests and abilities needed for some of the jobs within the agricultural cluster.

ACTIVITIES:

1. Write across the board the seven classifications of jobs listed above. As students name agricultural occupations, decide which category each one fits under and list it under the appropriate heading. Students will be amazed with the large number of agricultural jobs other than farming. ("Teacher" may come under each heading according to the subject taught.) Keep this list for use as a reference as you study the agricultural cluster.
2. To help students realize how many careers are available in agricultural occupations, ask them to list as many related jobs as they can in 5 or 10 minutes. Combine all ideas into a master list and add any others the students may think of. What are some basic qualifications common to these jobs? What would happen if all workers with agricultural related jobs were on strike at the same time for six months? Could society ever recover? If only half of the workers in agriculture were allowed to go back, which ones should be hired first?
3. Have each of your students research one job related to agriculture. Students are to inverview a worker, list possible related jobs, gather pamphlets, books and other information about the career. Include tools and clothing that the worker might use. Designate one day when the boxes are to be completed and have the students display them. Invite other classes to come see your agricultural occupations display.
4. Plan a trip to observe several different persons involved with agricultural work. For example, visit a:

   Farm Machinery Dealer
   Fertilizer Manufacturer
   Groundskeeper
   Surveyor
   Veterinarian
   Sanitation Department
   Dairy Farm
   Seed Store
   Nursery
   Florist Shop

   List all the different agricultural occupations that you see. Write a job description for each and describe the education and/or training needed.
5. Discuss each of the following products:

   Piece of paper   Loaf of bread   Potted plant

   Name all the agricultural occupations responsible for getting the product into its saleable form.

6. Find pictures in magazines of agricultural jobs. Mount on construction paper. Describe each job by itemizing the tasks to be completed. Where would workers have to go to find employment in each job?

7. Have a pot of soil on the table. In ten minutes, see who can write the longest list of workers directly involved with soil. Discuss how each worker is involved.

8. Help your students to project themselves beyond the present to think about what life might be like in the future. Divide into small groups and have each group choose one of these topics. How would agricultural occupations change:

   -If you took a pill for nutrition instead of eating?
   -If humans controlled the weather?
   -If there was life on other planets?
   -If salt water could be made useable for human consumption?
   -If the freeze-dried process became common for all foods?
   -If we had winter weather all year long?

9. On the WORKSHEET on page 259, a number of agricultural jobs have been hidden in puzzle form. Students are to find the occupations. Then add other related jobs to the list. Some students may want to develop puzzles of their own.

10. On the WORKSHEET on page 260, a variety of agricultural jobs have been given for students to place in a puzzle. Locating "Christmas Tree Farmer" might be a good place to start.

Duty is not beneficial because it is commanded, but is commanded because it is beneficial.
-Ben Franklin

OVERVIEW: AGRICULTURAL OCCUPATIONS

WORKSHEET 31-9

PRODUCE
SEEDS

Name ______________________________

Date ______________________________

DIRECTIONS: In the puzzle below are a number of agricultural occupations. Find the words and circle them.

Agronomist
Bee Keeper
Blacksmith
Butcher
Canner
Cheesemaker
Conservationist
Cotton Farmer
Crane Operator
Credit Manager
Crop Duster
Dairy Farmer
Equipment Dealer
Farm Laborer
Farm Manager
Feed Grinder
Fish Biologist
Florist
Forest Ranger
Forest Inspector
Fruit Farmer
Gardener
Geneticist
Geologist
Greens Keeper
Hay Farmer
Horse Farmer
Horse Trainer
Landscaper
Logger
Meat Inspector
Mechanic
Miller
Nursery Grower
Orchardist
Pet Shop Attendant
Rancher
Seed Grower
Seed Store Manager
Share Cropper
Sod Layer
Soil Scientist
Soil Tester
Surveyor
Tobacco Farmer
Tree Planter
Tree Surgeon
Vegetable Farmer
Zoologist

```
B C B D F E H A Y F A R M E R G J I L H
A P E T S H O P A T T E N D A N T M O N
O S E O O T R E E P L A N T E R K L G F
R U K B D G S O I L T E S T E R P O G O
C R E A L V E G E T A B L E F A R M E R
H V E C A R F E E D G R I N D E R A R E
A E P C Y D A I R Y F A R M E R T G U S
R Y E O E C R A N E O P E R A T O R C T
D O R F R S M E A T I N S P E C T O R I
I R G A R D E N E R V F Y X W G G N E N
S H A R E C R O P P E R Z A B E E O D S
T C D M F G T R E E S U R G E O N M I P
E S E E D G R O W E R I K L M L E I T E
H I J R C R O P D U S T E R E O T S M C
C H E E S E M A K E R F F G H G I T A T
A O N O F A R M M A N A G E R I C M N O
N R P C O T T O N F A R M E R S I I A R
N S R G Q B L A C K S M I T H T S L G L
E E Q U I P M E N T D E A L E R T L E A
R T U T U V N U R S E R Y G R O W E R N
W R C O N S E R V A T I O N I S T R M D
F A R M L A B O R E R D E I J F K A E S
F I S H B I O L O G I S T N M L L N C C
X N Z F O R E S T R A N G E R O T C H A
S E E D S T O R E M A N A G E R S H A P
G R E E N S K E E P E R O P Q I R E N E
Y A C B S O I L S C I E N T I S T R I R
B U T C H E R Z O O L O G I S T U V C W
```

OVERVIEW: AGRICULTURAL OCCUPATIONS

WORKSHEET 31-10

Name ______________________________

Date ______________________________

DIRECTIONS: Fill in the blanks with the following agricultural occupations.

6 Letters
Duster
Fisher
Logger
Ranger
Reaper
Weeder

7 Letters
Butcher
Florist
Grubber
Rancher

8 Letters
Aviarist
Farmhand

9 Letters
Bee Keeper
Dog Warden
Fur Farmer
Geologist
Zoologist

10 Letters
Agronomist
Blacksmith
Dog Trainer
Kennel Aide
Landscaper
Meat Packer

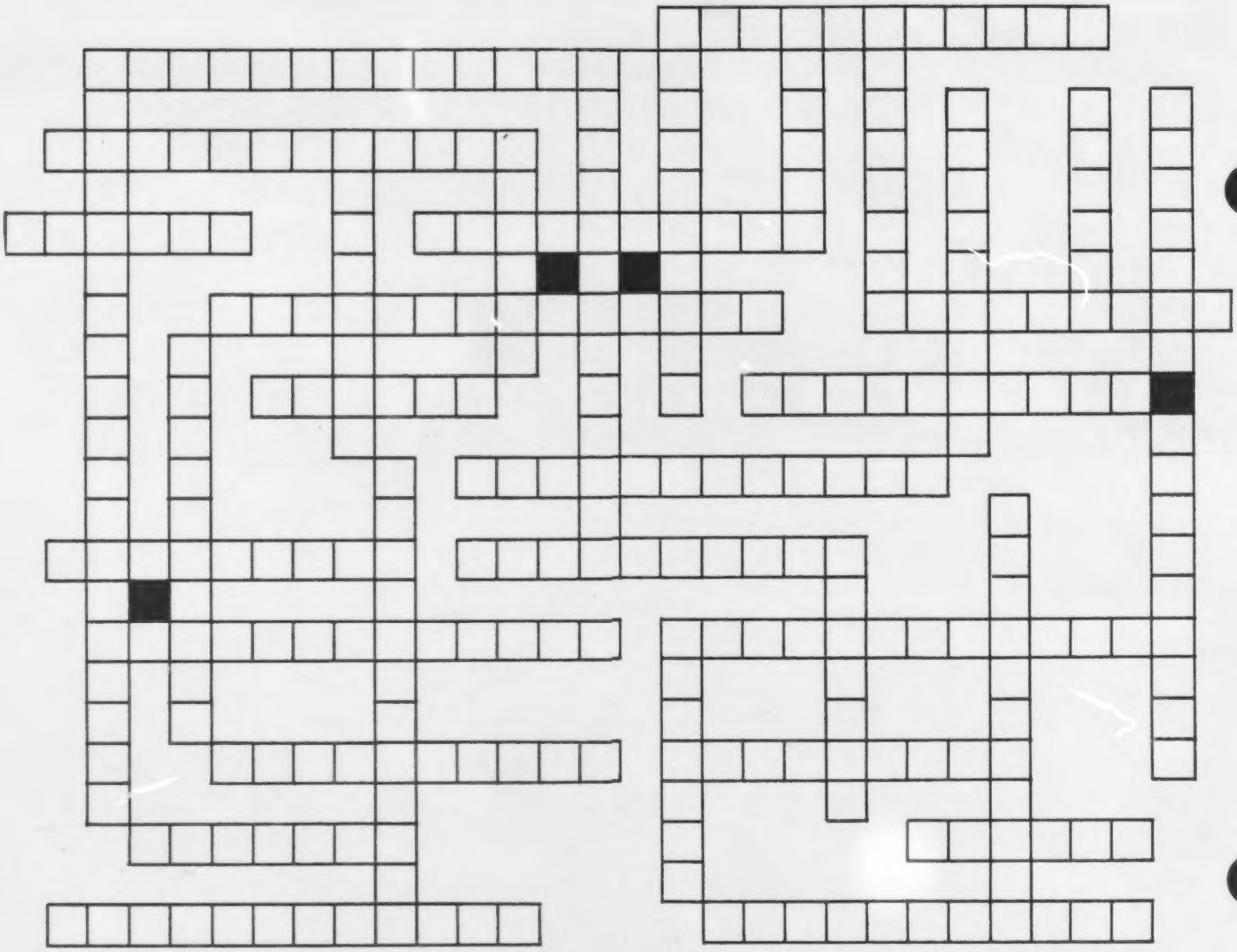
11 Letters
Ag Machinist
Dairy Farmer
Tree Surgeon

12 Letters
Exterminator
Grain Farmers
Transplanter
Veterinarian

13 Letters
Animal Breeder
Citrus Workers
Groundskeeper
Soil Scientist

14 Letters
Floral Designer

19 Letters
Christmas Tree Farmer



LESSON 32 FARMING

LEAD-IN:

It was once true that when one thought about agriculture, "farmer" came to mind and the visual image it generated was the grandfather figure in bibbed overalls and straw hat who trudged off through the barnyard to milk the cow.

Not so any more with farmers specializing. In 1920, it took 135 man-hours to produce 100 bushels of corn; today it takes 7 hours. Today, anyone interested in the business of farming must have an inside contact. Small-time operations have very little chance to survive.

FOCUS:

1. To understand that mechanical, technical and scientific improvements and specialization have tended to cut down the number of general farms.
2. To understand that interest in farming often should be directed to related work rather than to general farming.

ACTIVITIES:

1. Visit several different kinds of farms, (dairy, poultry, beef, pork, sheep, corn, soy bean, wheat, etc.), and become acquainted with the specialization which exists in this career area. Ask the farmer questions such as these:
   - -What education did you have? What courses would have helped you?
   - -How did you get started farming?
   - -How much money do your machines and equipment cost? What percent profit do you make?
   - -How have conditions changed since you began? What other changes do you expect in the near future?
   - -What are the working conditions like?
   - -What do you do when you are not farming?
2. After visiting with farmers, seeing films, reading materials, etc., list the advantages and disadvantages of a farming career. Be sure to talk about weather, prices, cost of machinery, etc.
3. Suppose you have inherited one million dollars which you want to use to buy a farm and get started. Interview farm equipment dealers to get prices. Check costs for local farm land and decide how much land you will buy. Build a house as well as obtain necessary equipment, sheds, etc. Determine what type of farming you will do and what seed, animals, etc. will be needed. Determine what a million dollars will buy. Use the same procedures for another type of farming. For example, compare corn farming with poultry or dairy farming. How are they alike? How are they different?
4. Think about this quotation:

   > "Anybody can cut prices -
   > But it takes a brain to produce a better product."
   >
   > P. D. Armour

   Who was P. D. Armour?What products do you see made by his company in the meat cooler? How do you suppose this philosophy made him rich? How do farmers justify hybrids, elaborate equipment, etc.?
5. Have the class meet with the county extension agent to discuss specific production occupations found in the area, the future of each of these jobs, and the demand for the job at the present time. Have the agent name and describe specific jobs for which students might qualify if they are particularly interested in agriculture.

6. Each student should choose some project to research which is related to farming. Some suggestions might include: hatch eggs, plant seeds, feed an animal, compare seed costs, invent something to help a farmer, draw illustrations of plant growth, etc. Assume the role of the farmer who might be involved with such a project, and write a report or make a presentation for the class.

7. Farm occupations can be grouped into five categories in the following ways:

Animal Science	**Plant Science**	**Farm Mechanic**	**Farm Business Management**	**Agricultural Related Technology**
Kennel Attendant Livestock Farmer Herder Trainer	Those who grow: Cereal grain Fibrous crops Forage crops Fruits Ornamental plants	Machinery Operator Machinery Repair Person Construction Maintenance Person Electrical Systems Installer	Record Analyst Farm Organizer Loan Specialist Real Estate Salesperson	Supports production team by extensive training

Write this outline on the board. Have each student select one of the jobs and using the WORKSHEET on page 217, write a job description of that job. The **Occupational Outlook Handbook** is a good resource. Students are to report their findings to the class.

8. Use the WORKSHEET on page 263 to assist students to become acquainted with different types of farming. Then talk about money required to become established in the farming business. Students should discover that beginning farmers usually must have an inside contact in order to get established.

9. Discuss what jobs are available to students who want direct contact with the farm. Help students discover, among other jobs, the following:

Animal Groomer
Pet Shop Attendant
Farm or
Ranch Hand
Horse Trainer
Farm Laborer
Farm Manager
Sharecropper
Farm Technician
Feed Store Salesperson

Veterinarian's Aide
Exterminator
Blacksmith
Kennel Aide
Field Trucker
Farm Equipment Salesperson
Equipment Mechanic
Silo Laborer
Cannery Worker

Landscape Gardener
Plant Potter
Greenhouse Aide
Florist's Aide
Tree Service Helper
Sod Layer
Golf Course Groundskeeper
Feed Store Manager

Discuss duties of each one. Those who can, might enjoy illustrating some of these jobs. Discuss advantages and disadvantages of each one. Which ones require additional training? Now, from the lists of jobs written on the board, students are to select one farm job which interests them. After the WORKSHEET on page 264 has been completed, ask students to present the material to the class.

10. Get a catalog from the local community college. What courses are offered in various agricultural areas? What are the tuition costs? How long will it take to complete the course? What are the entrance requirements? Take a field trip to the community college to observe students involved in activities in some of the courses offered.

Earth is here so kind, that just tickle her with a hoe and she laughs with a harvest.
-Jerroid

FARMING

WORKSHEET 32-8

Name ___________________________

Date___________________________

DIRECTIONS: In the first column a farm occupation is listed. Then after it an advantage and a disadvantage of that occupation are suggested. If you think the statement listed is a true one for that job, write "yes" in the box after it. If that statement is not true, mark "no" in the box after it.

OCCUPATION	A. IS THIS STATEMENT TRUE?	YES OR NO	B. IS THIS STATEMENT TRUE?	YES OR NO
1. Poultry Farmer	Does not require a lot of hard physical strength.		Prices change rapidly for eggs and meat.	
2. Corn, Soy Bean Farmer	Tied down daily with responsibilities.		Work long hard days but then have slack times for leisure in the winter.	
3. Beef Farmer	Fewer chores than dairy farms which leaves more time for leisure.		Cannot count on the same income from year to year.	
4. Flower Farmer	When you have a good year the money and accomplishments are high.		High risk with weather and much money is invested.	
5. Fur Farmer	Animals reproduce rapidly and a good pelt brings a good price.		Animals may be destroyed by disease.	
6. Dairy Farmer	Steady income which does not depend upon good weather conditions.		Easy job with few responsibilities.	
7. Wheat Farmer	Do not depend upon one single crop each year.		Weather factors often cause planting and reaping problems.	
8. Truck Farmer (grows vegetables for stores)	Prices are always dependable no matter how good or bad the crop or the weather.		If the crop is ready to harvest when the weather is bad, often the crop can become a loss in a short time.	
9. Sheep Farmer	Sheep require only small amount of daily care.		Lambs and mother sheep require much care during lambing season to prevent deaths.	

FARMING

WORKSHEET 32-9

Name ______________________________

Date ______________________________

DIRECTIONS: Select one of the occupations from those listed on the board. Use resources. Complete this information chart. Be ready to present your information to the class.

Farm Occupation Chosen ______________________________

Name three tasks the worker must do on that job:	What special large equipment, if any, is needed for this job?	What Special tools or clothing must the worker have?

What are two risks involved with this kind of job?

1.

2.

What training is needed for this job?

If you wanted a similar, but different farm job, what would be three choices you might think about? How would each be different from the job you chose first?

Job	How Is It Different

Just from what you have read, which farm job sounds the most interesting to you? Why?

Anybody can cut prices, but it takes brain to produce a better article.
-P. D. Armour

LESSON 33 JOBS IN ORNAMENTAL HORTICULTURE

LEAD-IN:

Jobs involved with Ornamental Horticulture can be classified in the following ways:

Flower Shop	Greenhouse	Landscaping	Turf Management	Nursery Operations
Designer Delivery Person Florist Supply Salesperson Grower Flower Salesperson Shipping Clerk Wedding Consultant	Grower Fumigator Potter Propagator Shipping Clerk Transplanter Salesperson	Groundskeeper Aide Landscape Architect Consultant Contractor Designer Gardener Laborer Park Employee Park Superintendent Pest Control Specialist Tree Trimmer	Sod Grower Golf Course Superintendent Greenskeeper Grounds Maintenance Employee Lawn Mower Turf Supply Salesperson Sod Mover	Grower Bagger and Burlap Person Delivery Person Field Inspector Planter Salesperson Shipping Clerk Thinner Tractor Operator

FOCUS:

1. To become acquainted with the various job possibilities in the field of ornamental horticulture.
2. To become familiar with job qualifications and training requirements for workers in ornamental horticulture.

ACTIVITIES:

1. Define the term, "ornamental horticulture." Without providing the categories listed above, help students to identify the five major categories and name as many jobs as they can think of under each classification. Once students get the idea, they will be able to readily name jobs. Be sure all students know what each job involves.
2. Visit a local greenhouse. Talk with the workers about what they do. Or, visit a golf course and talk with the grounds employees about the various tasks they do. Invite a florist or a member of a local flower club to make an arrangement for the class while they watch. Ask questions about the worker's likes and dislikes for the job, job training requirements, available jobs for students, and wages for employees.
3. Take cuttings of some easy-to-grow plant such as Wandering Jew. Root the plants in water and then pot. Use the plants for gifts or sell as a money-making project. Use the project to introduce ornamental horticulture occupations. What skills are similar in nature to all five categories of jobs? Which jobs require specialized training?
4. Make a list of the names of businesses in your area who are involved with ornamental horticulture. Be sure to include: tree surgeons, nurseries, greenhouses, golf courses, landscapers, florists, garden centers, etc. Identify goods and services each supplies.
5. Make a study of the landscaping around the school. Name trees and plants and draw diagrams to show their location. Determine what plant conditions exist and prepare a report which indicates: pruning needs, areas which need to be reseeded, locations where plantings should be made, etc. As a class, offer to spend some time taking care of one of these needs.

6. List on the board the five categories of ornamental horticulturists. Determine when demand for their services is greatest. What preparations must be taken to prepare for these periods of demand?

7. On the WORKSHEET on page 267, a number of ornamental horticulture jobs are listed. Go over this list of jobs and assist the students to describe each one. Then they are to determine which job is described below. Go over the worksheet with the students to determine where job descriptions are very similar.

8. Sometimes it is difficult to determine what kind of training is usually needed for various ornamental horticulture occupations. Often it is a short specialized training period or on-the-job training. Hand out the WORKSHEET on page 268. Do this WORKSHEET as a class activity. Use resources and the telephone to locate sources which will help you determine amounts and places for getting training.

9. Arrange for the school groundskeeper to take the class around the school to explain tasks, materials needed, and information necessary for the job. Discuss advantages and disadvantages of the job as well as busy and slack time activities.

10. Determine what high school courses are offered which are related to ornamental horticulture. What are some of the projects students in these classes are involved with during the year? Ask to see from time to time different stages of the projects as well as to observe methods and skills used.

Better late than never,
But better never late.

ORNAMENTAL HORTICULTURE

WORKSHEET 33-7

Name ______________________________

Date______________________________

DIRECTIONS: Below are a number of jobs which deal with Ornamental Horticulture. Discuss with the class duties of each worker. Then write the job title before that statement which tells about the job.

Flower Shop	Greenhouse	Landscaping	Turfing	Nursery
Floral Designer Florist's Aide Wedding Consultant Florist Salesperson Delivery Person	Aide Grower Potter Transplanter Greenhouse Salesperson	Architect Consultant Contractor Gardener Laborer	Sod Grower Greenskeeper Groundskeeper Lawn Mower Sod Mover	Grower Bagger and Burlap Person Planter Nursery Salesperson Tractor Operator

______________________________ 1. When someone is planning a wedding, I suggest styles, colors, sizes, and kinds of flowers to use.

______________________________ 2. I must be well-acquainted with names as well as proper care for seedlings and tree plants when customers come to buy.

______________________________ 3. One of my jobs is to take the two-inch plants grown from seeds, and plant them in separate containers or further apart.

______________________________ 4. My job is to care for the grounds, shrubs, and turf of a golf course.

______________________________ 5. When a large building is designed I am hired to choose shrubs and trees, design the irrigation system, and determine what soil or fertilizer needs to be added.

______________________________ 6. I go to the fields to bring in to the truck the tree that has been dug, bagged, and burlapped.

______________________________ 7. I assist the designer by wiring and then wrapping stems with tape to prepare flowers for another person to arrange.

______________________________ 8. I water and fertilize greenhouse plants.

______________________________ 9. I cut long strips of sod, roll it up, put it on a truck, take it to a new location, and unroll it into position.

______________________________ 10. I do the hard work of getting the soil ready for planting the trees and shrubs that were chosen by the architect.

ORNAMENTAL HORTICULTURE

WORKSHEET 33-8

Name ______________________________

Date ______________________________

DIRECTIONS: Discuss duties of each worker. Then decide the type of training needed. Write:
0 = On-the-job training
1 = 6 months or less of special training
2 = More than 6 months training
When you are unsure if training is needed, look in a resource or ask a resource person.

Flower Shop

1. ______Floral Designer
2. ______Delivery Person
3. ______Flower Shop Manager
4. ______Floral Supply Person
5. ______Flower Grower
6. ______Flower Salesperson
7. ______Shipping Clerk
8. ______Wedding Consultant

Greenhouse

9. ______Plant Grower
10. ______Fumigator
11. ______Potter
12. ______Propagator
13. ______Shipping Clerk
14. ______Transplanter
15. ______Salesperson

Landscaping Firm

16. ______Groundskeeper Aide
17. ______Architect
18. ______Consultant
19. ______Contractor
20. ______Designer
21. ______Gardener
22. ______Laborer

Turf Management

23. ______Sod Grower
24. ______Golf Course Superintendent
25. ______Greenskeeper
26. ______Groundskeeper
27. ______Grounds Maintenance Employee
28. ______Lawn Mower
29. ______Turf Supply Salesperson
30. ______Sod Mover

Nursery

31. ______Grower
32. ______Bagger and Burlap Person
33. ______Delivery Person
34. ______Field Inspector
35. ______Planter
36. ______Salesperson
37. ______Shipping Clerk
38. ______Thinner
39. ______Tractor Operator

Others

40. ______Park Employee
41. ______Park Superintendent
42. ______Pest Control Specialist
43. ______Tree Trimmer

LESSON 34 RENEWABLE NATURAL RESOURCES OCCUPATIONS

LEAD-IN:

Three-fourths of all agricultural jobs are in non-farm activities. Receiving more attention are Renewable Natural Resources. These are agricultural resources capable of reproducing or replenishing themselves. Such concerns include:

Forest
Forest Maintenance
Reforestation
Insect and Disease Control
Fire Prevention

Soil
Prevention of Soil Erosion
Soil Rehabilitation
Land Use
Land Measurements

Water
Water Control
Purification
Transportation
Conservation of Urban and Rural Water Supplies

Fish
Breeding
Stocking
Regulating Fish Populations
Controlling Disease

Wildlife
Migration Studies
Habitats
Game Propagation

FOCUS:

1. To help young people become familiar with the term, "renewable natural resources" and the five categories (forest, soil, wildlife, water, and fish) to which care must be given.
2. To assist students to become aware of a number of jobs which require varying amounts of training and education which exist for the purpose of preserving natural resources.

ACTIVITIES:

1. List the five natural resources and ask students to name occupations concerned with each. Your compiled list may contain these and other occupations:

Forest
Fire Lookout
Logger
Tree Planter
Park Caretaker
Park Ranger
Forester
Christmas Tree Grower
Surveyor
Sawmill Worker

Soil
Soil Scientist
Gardener
Caretaker
Agronomist
Soil Conservationist

Wildlife
Game Warden
Guide
Trapper
Biologist
Game Bird Breeder
Taxidermist
Zoologist

Water
Treatment Plant Operator
Dam Engineer
Cloud Seeder

Fish
Fish Hatchery Worker
Fish Warden
Live Bait Dealer
Fish Farmer
Fish Processor

Discuss the duties of each occupation and point out the contribution each makes to the total preservation of resources.

2. Visit one worker in each of the following resource categories: forest, soil, wildlife, water, and fish. Ask each resource person about his or her job duties. How does that job fit into the total resource picture? What are the advantages of the job? What are the disadvantages? What training is needed to do a good job as a worker? What other workers are employed in that specific area?

3. Look at each of the following jobs which high school students may have on a part-time basis.

   Tree Planter (trees)　　Gardener (soil)　　Fish Hatchery Worker (fish)

   Show how these jobs can be the means for advancement to other jobs. For example, the students might suggest: from tree planter, to park caretaker, to park ranger, to forester. Or - from gardener, to soil conservationist, to soil scientist. Or - from fish hatchery worker, to fish hatchery manager, to fish management specialist. Choose other jobs and point out advancement opportunities.

4. Go through the yellow pages of the telephone book to find businesses which are directly concerned with preserving natural resources. List them and think of related jobs.

5. Each student is to choose one of the jobs listed in Activity 1, and research it for the following information:

   a. Name the job
   b. Detail specific job duties
   c. State experience or training needed
   e. State finances needed to begin such a job
   f. List parts of the job that are enjoyable as well as parts that are disagreeable
   g. Would the job be a possibility for you? Why?

   Present the report to the class.

6. Form five small discussion groups and have each group list conditions as they think they will be in 2020:

   "Our Forests in the Year 2020"
   "Farming Methods in 2020"
   "Wildlife Described as it will be in 2020"
   "Waterways of 2020"
   "Fishing in 2020"

7. Interview a senior citizen whose interests lie in preserving natural resources. Discover problems of natural resources which existed in the 1920's, but which have been reduced because of technology and concern. What problems exist now which were not problems in the 1920's? What workers have been principally responsible? What should Americans be concerned about most with regard to natural resource preservation?

8. On the WORKSHEET on page 271, jobs and job descriptions are listed. Students are to match the two together. Students may need help. Use resources, or it may be done as a group activity.

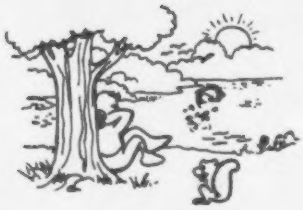
9. Students are to write short descriptions of jobs in natural resources onthe WORKSHEET on page 272. A variation of the activity may be to have each student look up one occupation, read about it and then the class is to decide on a good description to write down on the worksheet.

10. Do research projects on forest fires, floods, drought, or locust destruction. How much time does it take to make restoration to the land's original state? What are some of the implications involved? What measures are used to combat such destructive forces?

A small leak will sink a big ship.

RENEWABLE NATURAL RESOURCES OCCUPATION

WORKSHEET 34-8



Name ______________________________

Date ______________________________

DIRECTIONS: Match the occupation with the job description by writing the letter on the line in front of the job title.

Forest

——1. Fire Lookout

——2. Tree Planter

——3. Logger

——4. Park Caretaker

——5. Park Ranger

——6. Forester

——7. Christmas Tree Farmer

——8. Surveyor

——9. Sawmill Worker

a. Counts and records the number of trees on a measured plot of land
b. Uses machinery to turn trees into lumber
c. Cuts trees down and then into parts
d. Presents programs and provides assistance for park users
e. One who plants and harvests trees as a crop
f. Spots fires in the forest and notifies fire personnel
g. Removes garbage, supplies firewood, and watches over recreation areas
h. Puts seedling trees into the ground to reforest an area where there are no trees
i. Uses specialized training to study functions of the forest and its natural resources

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Soil

——10. Soil Scientist

——11. Gardener or Caretaker

——12. Agronomist

——13. Soil Conservationist

a. Supplies farmers and others with methods for conserving soil and water
b. Improves the quality and yield of crops
c. Studies the characteristics and behavior of soils
d. Tills and works the soil to aid plants and trees to grow

Wildlife

——14. Game Warden

——15. Guide

——16. Trapper

——17. Biologist

——18. Zoologist

——19. Taxidermist

a. Studies living things, especially how plants and animals live in the environment
b. Studies animal behavior
c. Sees that wildlife is protected and that wildlife laws are obeyed
d. Preserves skins of animals and fills them to make the animals look real again
e. Leads someone unfamiliar with the area to places he or she wishes to go
f. Sets traps for animals whose furs are valuable or animals who need to be destroyed

---

Water

——20. Treatment Plant Operator

——21. Civil Engineer

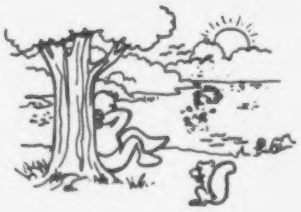
——22. Cloud Seeder

——23. Oceanographer

a. Studies life and resources in the ocean as well as forecasting weather
b. Controls equipment which removes harmful wastes from water
c. Designs and supervises the construction of water supplies and sewage systems
d. Uses an airplane and chemicals to produce rain clouds

RENEWABLE NATURAL RESOURCES

WORKSHEET 34-9



Name ________________________________

Date ________________________________

DIRECTIONS: A number of job titles have been given. Write a short job description for each one. You may use resources.

Forest

1. Fire Lookout
2. Tree Planter
3. Logger
4. Park Ranger
5. Christmas Tree Farmer
6. Sawmill Worker

Soil

7. Soil Scientist
8. Gardener
9. Agronomist

Wildlife

10. Game Warden
11. Trapper
12. Biologist
13. Taxidermist

Water

14. Treatment Plant Operator
15. Civil Engineer
16. Cloud Seeder
17. Oceanographer

Fish

18. Hatchery Attendant
19. Fish Warden
20. Fish Farmer
21. Fish Processor

Being rude is never having to say you're sorry.
-Fat Albert

LESSON 35 ANIMAL CARE OCCUPATIONS

LEAD-IN:

Veterinarians diagnose, treat, and control diseases in animals in hospitals, clinics, and on the farm. A number of other related jobs are available, many of which are possibilities as part-time jobs for teenagers. Some animal care occupations are:

Veterinarian
Feed Lot Operation Manager
Farm Pharmaceutical Salesperson
Veterinarian Aide
Dog Kennel Attendant
Pet Sitter
Zoo Keeper
Pet Shop Manager
Pet Shop Attendant
Pet Groomer
Fur Farmer
Animal Breeder
Artifical Inseminator
Horse Trainer
Dog Trainer
Animal Caretaker
Farrier

FOCUS:

1. To help students become aware of all the other jobs available in animal care besides the veterinarian.

2. To understand duties, qualifications, good and bad features about a number of animal care occupations, and be able to determine his or her interest in the area.

ACTIVITIES:

1. Use the WORKSHEET on page 275 to acquaint students with animal care occupations. Students should be familiar with some of the duties of each worker before they do the puzzle. Decide where one would have to go to look for job openings in each area.

2. Visit the Veterinarian Clinic and observe jobs and duties of each worker. What workers assist the vet? Ask about the drug and supplies salesperson, the anesthetist, the receptionist, the aide, the cleaning person, the food delivery person, etc. Talk with each one about his or her duties. What are requirements for employment? Would there be any available jobs for teenagers either in school work programs or as summer employment? (Many of the same observations may be made when you visit the Pet Shop.)

3. Invite someone from a fur farm to discuss the risks and advantages of raising animals which are sold for pelts. What are the duties of a fur farmer? How much money does it take to get started? Is fur farming a full time job or is it a second job? Where can one get information about fur farming? What animals are raised for their furs?

4. Discuss the duties of a pet sitter. Many of the same duties are involved with pet sitting as with babysitting. How are these jobs alike and how are they different? How can one get jobs pet sitting?

5. Use the WORKSHEET on page 276 to remind students of a number of animal care occupations from which they may choose if they are animal lovers. What are personal characteristics one must have to work with animals? Which jobs require college training? Which jobs are available within ten miles of your school? Which ones are 10 to 30 miles from your school? Which ones are more than 30 miles?

6. Take the 17 jobs listed above and any other animal related jobs you think of. Name animals which are cared for by workers in that occupation. For example:

   Fur Farmer--chinchilla, mink, fox, nutria, rabbit, etc.
   Zoo Keeper--elephant, lions, bears, monkeys, seals, etc.
   Feed Lot Manager--cows, pigs, horses, sheep, goats, etc.

7. Write letters to fur companies asking for information on raising fur-bearing animals. Discover why fur

coats are so expensive, what duties are of a fur farmer, and determine why only a few people choose to raise fur-bearing animals.

8. After defining a number of animal care options, ask students to select the job which interests them most. Each student is to name five tasks that worker performs and give reasons why they would like that job best. Write on the board the reasons given for liking the job. Tally the responses using these categories as well as your own:

   -Good pay
   -Love of animals
   -Good working conditions
   -Availability of job openings
   -Necessary qualifications

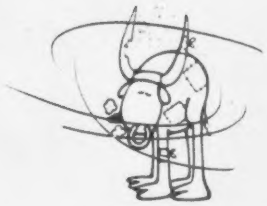
9. Research: How many pets are there in your city? What is the number of homeless pets? How many pets are destroyed each year? Find out what the leash laws are. What are the duties of a dog warden? If you were a legislator, are there any additional bills that should be introduced dealing with animals? Which ones?

10. Write stories for small children about one of the animal care occupations. Draw pictures or cartoons, or find pictures to illustrate the story. Then arrange with a kindergarten teacher to have students tell their stories to one kindergarten student. Practice telling the stories to the class before you go to entertain.

Learn of the skillful: he that teaches himself, hath a fool for his master.
-Ben Franklin

ANIMAL CARE OCCUPATIONS

WORKSHEET 35-1



Name ____

Date____

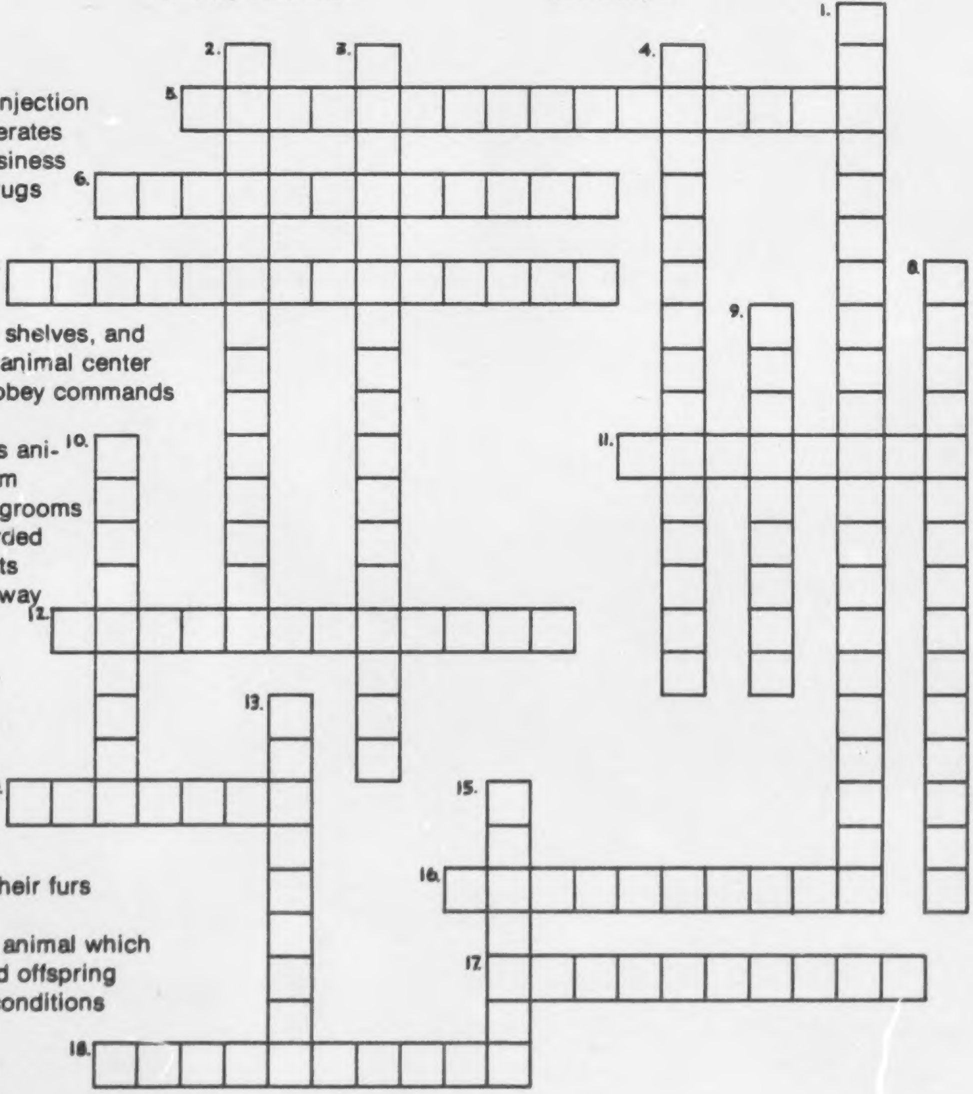
DIRECTIONS: Read the job descriptions below. Select the occupation which fits the description and fill in the blanks of the puzzle.

Occupations

Animal Caretaker
Artificial Inseminator
Breeder
Dog Catcher
Dog Trainer
Farrier
Feed Lot Manager
Fur Farmer
Horse Trainer
Kennel Attendant
Pet Groomer
Pet Shop Attendant
Pet Shop Manager
Pet Sitter
Pharmaceutic Sales
Veterinarian
Vet's Aide
Zoo Keeper

Job Descriptions

1. Breeds animals by injection
2. Buys, sells, and operates small animals business
3. Supplies vet with drugs for animals
4. Feeds, waters and grooms animals
5. Makes sales, cares for animals, stocks shelves, and runs errands at an animal center
6. Teaches horses to obey commands of riders
7. Buys food and feeds animals on a large farm
8. Feeds, waters, and grooms animals being boarded
9. Walks and feeds pets while owners are away from home
10. Cares for needs of animals in a center where animals are displayed
11. Does whatever the veterinarian needs to have done
12. An animal doctor
13. Grows animals for their furs
14. Shoes horses
15. Selects mate for an animal which will produce a good offspring
16. Clips, bathes, and conditions small animals
17. Controls stray pets, especially dogs
18. Teaches dogs to obey commands



ANIMAL CARE OCCUPATIONS

WORKSHEET 35-5

Name ____________________________

Date ______________________________

DIRECTIONS: Fill each blank with the correct occupation listed below to identify the job description.

Veterinarian
Feed Lot Manager
Pharmaceutic Sales
Vet's Aide
Kennel Attendant
Pet Sitter
Zoo Keeper
Pet Shop Manager
Pet Shop Attendant
Pet Groomer
Fur Farmer
Breeder
Dog Trainer
Animal Caretaker
Farrier
Dog Catcher
Artifical Inseminator
Horse Trainer

JOB DESCRIPTION	JOB TITLES
1. Teaches dogs to obey commands.	— — — / — — — — — — —
2. Controls stray or unwanted pets, especially dogs.	— — — / — — — — — —
3. Clips, bathes, and conditions small animals.	— — — / — — — — — — —
4. Selects mate for an animal which will produce a good offspring.	— — — — — — —
5. Shoes horses.	— — — — — — —
6. Grows animals for their furs.	— — — / — — — — — —
7. An animal doctor.	— — — — — — — — — — — —
8. Does whatever the veterinarian needs to have done.	— — — — / — — — —
9. Cares for needs of animals in a center where animals are displayed.	— — — / — — — — — —
10. Walks and feeds pets while owners are away from home.	— — — / — — — — — —
11. Feeds, waters, and grooms animals being boarded.	— — — — — — / — — — — — — — — —
12. Buys food and feeds animals on a large farm.	— — — — / — — — / — — — — — — —
13. Teaches horses to obey commands of a rider.	— — — — — / — — — — — — —
14. Makes sales, cares for animals, stocks shelves, runs errands at an animal center.	— — — / — — — — / — — — — — — / — — —
15. Feeds, waters and grooms animals.	— — — — — — / — — — — — — — — —
16. Supplies vet with drugs for animals.	— — — — — — — — — — — — — — — — —
17. Buys and sells animals and operates business.	— — — / — — — — / — — — — — — —
18. Breeds animals by injections.	— — — — — — — — — — / — — — — — — — — — — —

BUSINESS, MARKETING

AND MANAGEMENT OCCUPATIONS

Hear no ill of a friend,
nor speak any of an enemy.
-Ben Franklin

LESSON 36 OVERVIEW: BUSINESS, MARKETING AND MANAGEMENT

LEAD-IN:

Ambitious persons in the business, marketing and management world are continually seeking to improve themselves and their products, and to make their products more appealing to the public.

Business opportunities are increasing in number and the earning potential is often unlimited. A vast variety of business opportunities are available in this area and the future growth appears to be bright. Some job titles within the business, marketing and management cluster are:

WHO NEEDS IT!

Accountant
Actuary
Advertising Worker
Apartment Manager
Appraiser
Bank Clerk
Bank Officer
Bookkeeper
Branch Manager
Broker
Buyer
Cashier
Claim Adjuster
Claim Examiner
Computer Operator
Correspondence Clerk
Court Reporter
Credit Official
Demonstrator
Fashion Coordinator
Field Representative
File Clerk
Marketing Researcher
Merchandise Manager
Office Machine Operator
Office Manager
Office Supervisor
Personnel Worker
Purchasing Agent
Real Estate Agent
Receptionist
Salesperson
Sales Manager
Secretary
Shipping and Receiving Clerk
Station Manager
Stenographer
Stock Clerk
Store Manager
Systems Analyst
Telephone Operator
Teller
Traffic Clerk
Typist
Underwriter
Word Processing Clerk

FOCUS:

1. To acquaint students with jobs in the Business, Marketing and Management cluster.
2. To assist students in identifying job possibilities for teenagers within the Business, Marketing and Management cluster.
3. To become aware of qualifications and responsibilities of various Business, Marketing and Management careers.

ACTIVITIES:

1. Form the class into groups of two or three. Divide the Job Titles above into the same number as there are student groups. Have each group use resources to find a job description for each job title. Share job descriptions. Think of businesses where each worker would be needed.
2. Play the "Guess Who I Am Game" by describing a business occupation. You might say: "I am responsible for all parts of the business. I hire, I fire, I see that the buying is done and the bills are paid. I check to see that our service is good and our product is improved constantly. It is up to me to see that the business succeeds. Who am I?" (Store Manager) After you have made up two or three descriptions, let the students make up a "Who Am I?" You might want to form teams and make the game competitive.
3. On the WORKSHEET on page 281, a research form has been provided to describe a business, marketing and management job. Students may work in pairs if they have trouble finding the information. Have them either find a picture to illustrate the job or draw one. Type up the information students locate and post the sheets and illustrations. Ask each student to share with the class their researched findings.

4. To assist students with understanding the various jobs in this cluster area, hand out the WORKSHEET on page 282. Be sure that unfamiliar occupations are defined.

5. Take the list of business occupations in the lead-in. Categorize jobs by listing all the jobs you might find:

   -In a bank
   -In a restaurant
   -In a department store
   -In a real estate office
   -In an insurance office
   -In a grocery store
   -In a law office

   Or, go down the list of jobs and name three businesses which might employ each worker.

6. Visit some businesses in the area. Pay very close attention to the workers who are employed in a business capacity. Ask about their skills, their background, and their interests. How long have they worked at that job? Where did they start out and where did they go to work first? What jobs do they hope to have some day?

7. Two students are to go together to interview a manager of a business in your area. Teach interviewing skills before they go. Students may want to tape the interviews in order to share them with the class. Keep the tapes for future reference. Questions they may want to ask might include:

   What is a typical day like for you on the job?
   How does your job affect your personal life?
   Would you recommend this kind of work for your children? Why?
   How could I get started in this career?
   Do you think there will be a demand for workers in this field
   ten years from now? Why do you say that?

8. Set up a business of your own in the class. Choose a product to make or a service to render. Assign business positions to each one in the class. Borrow some money to get started. Plan carefully, especially when the business is just beginning. Prepare for the Grand Opening. Advertise. Set a time limit for the business. Pay off all debts and count the profits or losses. Evaluate the experience.

   Products to Make and Sell
   Bird houses
   Baked goods
   Key chains with initials
   "Smile" (or some other) buttons
   T-shirts

   Services to Render
   Yard work
   Snow shoveling
   Babysitting
   Pet sitting
   Running errands

   The most successful project will be the one the students think of, plan, and carry out. Good Luck!

9. Go to a very small business - one where the owner also keeps the books. How much extra time does it take for bookkeeping tasks? What time of the day is bookkeeping time? What problems are involved with such an arrangement? What bookkeeping training did that person have?

10. List places in the school where workers are required to keep records and books. What people are hired to do these tasks? What skills do they need? Do they sometimes have other tasks besides these business related areas? How do their tasks compare with record keeping tasks most adults are required to keep of their own, such as bank accounts, paying bills, etc.

The business of America is business.
-Calvin Coolidge

OVERVIEW: BUSINESS, MARKETING AND MANAGEMENT
WORKSHEET 36-3

WHO NEEDS IT?

Name

Date

DIRECTIONS: Select one of the jobs from this cluster area in which you have an interest. Find the following information.

Cluster: Business, Marketing and Management Occupations

Job title:

Job description:

History of the job:

Nature of the work:

Job Requirements:

Opportunities for experience or exploration:

Method for entering:

Advancement opportunities:

Employment outlook:

Earnings:

Conditions of work:

Related jobs:

Advanced educational training:

OVERVIEW: BUSINESS, MARKETING, AND MANAGEMENT

WHO NEEDS IT!

WORKSHEET 36-4

Name ______________________________

Date ______________________________

DIRECTIONS: Find the Business, Marketing and Management occupation titles in the puzzle below. Circle the occupations.

Accountant
Actuary
Advertising Worker
Apartment Manager
Appraiser
Bank Clerk
Bank Officer
Branch Manager
Broker
Buyer
Cashier
Claim Adjuster
Claim Examiner
Computer Operator
Correspondence Clerk
Court Reporter
Credit Official
Demonstrator
Fashion Coordinator
Field Representative
File Clerk
Marketing Researcher
Merchandise Manager
Office Machine Operator
Office Manager
Office Supervisor
Personnel Worker
Purchasing Agent
Real Estate Agent
Receptionist
Salesperson
Sales Manager
Secretary
Shipping and Receiving Clerk
Station Manager
Stenographer
Stock Clerk
Store Manager
Systems Analyst
Telephone Operator
Teller
Traffic Clerk
Typist
Underwriter
Word Processing Clerk

A	S	A	L	E	S	P	E	R	S	O	N	A	G	H	M	T	I	S	T	T	J	F	C	K	W	L	A
C	B	U	Y	E	R	P	D	C	E	F	C	P	V	W	A	E	J	T	Y	R	O	I	A	N	O	M	D
O	P	B	T	R	C	E	C	L	X	Y	O	A	O	H	R	L	F	A	P	A	P	E	S	O	R	M	V
R	U	C	E	E	R	R	A	A	S	Z	U	R	F	G	K	L	A	T	I	F	S	L	H	R	D	E	E
R	R	L	L	C	E	S	B	I	T	C	R	T	F	F	E	E	S	I	S	F	S	D	I	T	P	R	R
E	C	A	E	E	D	O	D	M	E	E	T	M	I	D	T	R	H	O	T	I	A	R	E	U	R	C	T
S	H	I	P	P	I	N	G	A	N	D	R	E	C	E	I	V	I	N	G	C	L	E	R	K	O	H	I
P	A	M	H	T	T	N	K	D	O	F	E	N	E	M	N	B	O	M	B	C	E	P	E	O	C	A	S
O	S	E	O	I	O	E	M	J	G	I	P	T	S	O	G	A	N	A	A	L	S	R	A	F	E	N	I
N	I	X	N	O	F	L	L	U	R	L	O	M	U	N	R	N	C	N	N	E	M	E	L	F	S	D	N
D	N	A	E	N	F	W	Q	S	A	E	R	A	P	S	E	K	O	A	K	R	A	S	E	I	S	I	G
E	G	M	O	I	I	O	P	T	P	C	T	N	E	T	S	O	O	G	C	K	N	E	S	C	I	S	W
N	A	I	P	S	C	R	O	E	H	L	E	A	R	R	E	F	R	E	L	A	A	N	T	E	N	E	O
C	G	N	E	T	I	K	S	R	E	E	R	G	V	A	A	F	D	R	E	C	G	T	A	M	G	M	R
E	E	E	R	N	A	E	T	U	R	R	X	E	I	T	R	I	I	L	R	T	E	A	T	A	C	A	K
C	N	R	A	R	L	R	B	R	O	K	E	R	S	O	C	C	N	K	K	U	R	T	E	N	L	N	E
L	T	S	T	O	C	K	C	L	E	R	K	Y	O	R	H	E	A	J	N	A	M	I	A	A	E	A	R
E	S	T	O	R	E	M	A	N	A	G	E	R	R	E	E	R	T	I	O	R	Q	V	G	G	R	G	P
R	V	W	R	Z	U	N	D	E	R	W	R	I	T	E	R	F	O	G	H	Y	U	E	E	E	K	E	R
K	O	F	F	I	C	E	M	A	C	H	I	N	E	O	P	E	R	A	T	O	R	S	N	R	T	R	U
A	C	C	O	U	N	T	A	N	T	C	O	M	P	U	T	E	R	O	P	E	R	A	T	O	R	V	W
C	B	R	A	N	C	H	M	A	N	A	G	E	R	S	Y	S	T	E	M	S	A	N	A	L	Y	S	T
D	A	P	P	R	A	I	S	E	R	B	A	N	K	C	L	E	R	K	S	E	C	R	E	T	A	R	Y

LESSON 37 SUPERMARKET WORKERS

LEAD-IN:

Education required for jobs in the food industry vary from very little or no previous training to college educated marketing professionals. Over two million are employed in the following supermarket jobs:

60%--Clerks, Cashiers, Meat Cutters, Meat Wrappers
25%--Managers and Owner-Managers
15%--Accountants, Bookkeepers, Truck Drivers, Cleaning and Service Workers, and Laborers
(**Occupational Outlook Handbook,** 1976-77, p. 712)

FOCUS:

1. To discover the many and varied job opportunities available in the retail food supermarket business.
2. To attain a general knowledge of the operation of the supermarket and to see how jobs are specialized.
3. To become aware of the advancement possibilities within the supermarket structure.

ACTIVITIES:

1. Visit a local supermarket, preferably one where cooperative education students are working. Identify, as to position, each worker seen. Try to determine how many people in each job are working at the time of your visit. If the store manager gives permission, students should talk with as many workers as time allows to gain first-hand information about job requirements, training, promotion possibilities, etc. Plan to spend some time with the store manager. Find out:

   How many employees are on the payroll? How many in each position? What are the duties of each worker? What qualifications are necessary for workers in each position? How many teenagers do you hire? How much does each job pay?

2. Hand out the WORKSHEET on page 285 for students to use as they go in pairs to interview the managers at supermarkets. (Be sure they go to different supermarkets, if they are available, in order to compare findings, and to maintain good PR with supermarket managers.) Students will be eager to share their information when they return.

3. Compose a chart to show advancement possibilities for people in supermarket jobs. Your chart might look something like this:

Store Manager
↑
Assistant Store Manager
↑
Department Manager
↑
Checker
↑
Stock Clerk
↑
Sacker (Bagger)

Store Manager
↑
Assistant Store Manager
↑
Meat Department Manager
↑
Meat Cutter
↑
Meat Wrapper
↑
Stock Clerk
↑
Sacker
(Bagger-Utility Clerk)

4. Invite a sacker (bagger) or stock clerk who is in the class or who goes to your school to come to class to explain his or her job at the supermarket. Include: type of work, duties, hourly wages, benefits, chances for advancement, advantages and disadvantages of the job. Discuss easiest and hardest tasks, problems faced with customers, and the type of person who will succeed in the job.

5. Think of all the duties of a checker. List them. What kinds of information must a checker have in order to be accurate? What personal characteristics do you, as a customer, like to see the checker exhibit? How much money does a checker earn? Do supermarket employees have a union? How much does it cost to belong? What are the advantages a checker will receive for belonging? What skills must a checker possess? Would you like to be a checker? Why?

6. On the WORKSHEET on page 286, a number of tasks are listed which are carried out in the supermarket. Name the person who is responsible for each activity. After students have completed the worksheets, discuss their responses. Do job duties vary from one supermarket to another? Who really decides which duties will be carried out by which person? Which students would like to work in the supermarket?

7. In supermarkets, often the book work is done by workers in a central office. Pay checks are made out, books are kept, and administrative details are taken care of away from the supermarket. How are business details taken care of at your supermarket? What people are hired specifically for that purpose? Where are the large storage warehouses located? How often are deliveries made? Who pays the truckers' wages? How are orders sent in? Who sends them? How often? What happens when there is a truckers' strike? How is the store affected by a meat cutters' strike?

8. Discover the differences between a supermarket and a neighborhood grocery which is smaller and only carries the items in greatest demand. How can the neighborhood grocery stay in business when it must sell at higher prices? How are the duties of workers different? What workers are usually hired at the neighborhood store? Are teenagers hired there? Why?

9. Interview a meat cutter. Did training he or she received come through a vocational program or an apprenticeship? How long was the training period? Do meat cutting techniques ever change? Ask for a demonstration of the meat wrapping equipment. What safety measures and inspections must be met? How does one become a meat wrapper?

10. Draw floor plans of a supermarket. What techniques are important to remember in designing a supermarket which will encourage people to buy, but, at the same time, be handy for the workers. Share ideas with members of the class. Can you think of features that should be improved in the local supermarkets?

As I understand it, both management and labor have agreed to a 5c increase.
Management offered it by the hour and labor wants it by the minute.
-Robert Orben

SUPERMARKET WORKERS

WORKSHEET 37-2

Name ____

Date ____

DIRECTIONS: Make an appointment to go to a supermarket to interview the manager or the assistant manager. Fill in the blanks with information the manager gives.

________________________________ at ________________________________
(Person Interviewed) (Name of Store)

Job Title	Duties of the Job	Education and/or Training Required for the Job	Earnings
Sacker (Bagger) Number Employed——			
Stock Clerk Number Employed——			
Checker Number Employed——			
Meat Cutter Number Employed——			
Meat Wrapper Number Employed——			
Meat Department Manager Number Employed——			
Produce Manager Number Employed——			
Bakery Assistant Number Employed——			
Bakery Manager Number Employed——			
Frozen Food Manager Number Employed——			
Dairy Case Manager Number Employed——			
Assistant Store Manager Number Employed——			
Store Manager Number Employed——			

SUPERMARKET WORKERS

WORKSHEET 37-6

Name ______________________________

Date ______________________________

DIRECTIONS: If the situation listed below happened, which of the supermarket workers would you talk to?

Sacker
Stock Clerk
Cashier (Main Office)
Checker (Check-out)
Meat Cutter
Meat Wrapper
Meat Department Manager
Baker's Assistant
Produce Manager
Bakery Manager
Frozen Food Manager
Dairy Case Manager
Assistant Store Manager
Store Manager

Who Would You See?

______________ 1. To order vegetables for a banquet
______________ 2. To cash a check
______________ 3. To order a wedding cake
______________ 4. To have a ham sliced
______________ 5. If eggs are needed to be restocked in the case
______________ 6. To order meat for the company picnic
______________ 7. To sack for you one dozen glazed doughnuts
______________ 8. To apply for a job
______________ 9. To take your groceries to the car
______________ 10. To return a spoiled chicken
______________ 11. To ask to put a sign up in the store window
______________ 12. To clean up a broken bottle
______________ 13. The sugar is gone from the shelf; you want 10 pounds
______________ 14. To return bottles for a deposit

Who Does These Tasks?

______________ 15. Rotates the fruits and vegetables
______________ 16. Stocks razor blades, candy, cigarettes near the checkouts
______________ 17. Places meat in plastic trays and puts through weighing and labeling machine
______________ 18. Counts and orders stock to fill the shelves
______________ 19. Rearranges food to create an attractive display
______________ 20. Weighs and bags fruits and vegetables
______________ 21. Rings up price for each item, adds sales tax, receives money, makes change, sees that groceries are bagged
______________ 22. Observes the activities of each department, corrects problems as they arise, and is responsible for store's success
______________ 23. Memorizes the prices of hundreds of items
______________ 24. Counts, reorders, and stocks frozen foods
______________ 25. Packages cookies, pastries, and cakes for customers

LESSON 38 DEPARTMENT STORE WORKERS

LEAD-IN:

No set number or kinds of departments make up a department store. Demand usually dictates what is needed for that area. No matter which departments are included, a large variety of employees are needed. Department stores often contain these sections:

May I help you?

- Drugs
- Shoes
- Credit
- Catalog
- Hardware
- Pet Shop
- Furniture
- Stationary
- Appliances
- Men's Wear
- Automotive
- Ladie's Wear
- Garden Store
- Business Office
- Children's Wear
- Teen-age Center

FOCUS:

1. To become aware of the many and varied opportunities for jobs found in locally owned or chain department stores.

2. To help students understand the different levels of ability for various jobs found in the department store.

ACTIVITIES:

1. Ask students to think about a department store where they shop. Name the different departments in the store. For each department, identify two occupations of workers. For a class activity, use the overhead projector with the WORKSHEET on page 289. Or duplicate the worksheet and hand one copy for every two students. Have them work together to complete the worksheet. Then compile their ideas onto a master sheet. Discuss.

2. Invite a security officer from the department store to come visit the class. Ask that person to describe methods used to prevent shoplifting. Also discuss the amount of money lost and the increase placed on the retail price to take care of losses. What other responsibilities are involved with the job? Discuss his or her job duties and how one gets such a position. What are the qualifications and how much training is involved? Determine if any students are interested in the job of security guard.

3. Visit a locally-owned department store as well as a large chain department store. Compare: hiring practices, job qualifications, wages paid, number of hours store is open each week, beginning salaries, chance for promotion, number of teenagers each hires, chance for summer or Christmas employment, etc.

4. Invite the personnel manager from a department store to visit the class. Have that person name all the entry-level jobs in the department store which might be suitable for teenagers before and after they graduate from high school. Ask the personnel manager to describe the departments, the jobs, and qualities needed by successful employees. Jobs might include: salespersons, delivery helpers, janitorial aides, stockers, cashiers, etc. Discuss chances for advancement, as well as ambition, initiative and assertiveness needed to progress up the department store success ladder.

5. On the WORKSHEET on page 290, a number of statements are made about department store workers. Hand out the worksheets. Let the students select their choice of response and give reasons for their answers.Much of the information was taken from the **Occupational Outlook Handbook.**

6. Each student is to select one job found at the department store. Make a notebook which contains these parts (as well as other parts selected by the student):

- -Picture of a worker
- -Description of the job
- -List of duties of the job
- -Interview with a worker now employed in that job. (Use WORKSHEET on page as a guide for the interview)
- -Store merchandise advertisements
- -A "Help Wanted" ad (write one)
- -A store application form

7. Invite a salesperson from the department store to come discuss his or her job with the class. Ask the worker to describe various parts of the job. What skills should one have to be an efficient salesperson? What attitudes should a salesperson have about the customers? About the managers? About co-workers? Would he or she recommend the job? Why? What advice should be given to someone interested in a sales job?

8. Many jobs require the worker to make an exchange of goods for money. Give students experience making change by providing play money and hypothetical situations. Here are a few for starters:

   - -Items at the candy counter cost: $.71, $1.49, $.38, + 5% tax. Give change for $5.00 (4 pennies, 1 quarter, 2 dollar bills).
   - -3 pairs of socks at $.98 a pair +5% tax. Give change for $4.00 (1 penny, 1 nickle, 1 dime, 3 quarters).
   - -1 bicycle tire, $4.00; 1 tire tube, $2.39; 1 light at $5.89; +5% tax. Give change for $20.00. (1 dime, 2 dollar bills, and a 5 dollar bill).

9. The following work rules were imposed upon the employees of a Chicago department store in the years just preceding the Civil War, over 120 years ago, and were dispensed in a handbook for employees:

   "-Store must be open from 6 A.M. to 9 P.M. the year round.
   -Each employee must pay no less than five dollars per year to the Church and must attend Sunday School regularly.
   -Men employees given one evening a week for courting and two if they go to prayer meeting.
   -The employee who is in the habit of smoking Spanish cigars, being shaved at barbers, going to dances and other places of amusement will surely give his employer reasons to be suspicious of his integrity and honesty."

   How would you feel about working under these conditions? Why have rules changed? Compose a list of rules that might be found today in the handbook for department store workers.

10. One of the most important jobs in a department store is that of the buyer. Each student is to select a department in a large store. Arrange with the manager of the store for students to be present at the time an order is being made out. Wholesale, retail, and list prices should become familiar terms, as well as mark-ups, sales, discounts, shipping charges, etc. Share information learned after the visit.

Avoid dishonest gain: no price can recompense the pangs of vice.
-Ben Franklin

DEPARTMENT STORE WORKERS

WORKSHEET 38-1

May I help you?

Name ______________________________

Date______________________________

DIRECTIONS: Name the different departments of a department store. Then think of two workers in each department and list their duties.

Department	Workers Needed for the Department	A Duty That Worker Performs
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	
	1.	
	2.	

DEPARTMENT STORE WORKERS

May I help you?

WORKSHEET 38-5

Name ______________________________

Date ______________________________

DIRECTIONS: Read the following statements about the workers in a department store. Write "Yes" if the statement is true. Write "No" if the statement is false.

—— 1. Often the busiest times for department stores is in the evenings and on Saturday.

—— 2. Having good arithmetic skills, as well as skills for getting along with all kinds of people, are qualities which one should have to go into retail sales.

—— 3. Salespersons in the furniture and appliance departments are required to know more about their products than are sellers in the stationery or clothing departments.

—— 4. Basic tasks for a stock clerk are to add up prices of individual items, write out charge slips, or collect money, and make change, and give receipts.

—— 5. The success of any department store depends largely upon the skills and attitudes of its sales people.

—— 6. Courteous and efficient service from behind the counter or on the sales floor does much to satisfy the customers.

—— 7. In selling items, such as furniture, appliances, or clothing, one of the salesperson's main tasks is to create an interest in the merchandise.

—— 8. Department stores provide many permanent, part-time, and temporary jobs for people of all ages and all abilities.

—— 9. One disadvantage of a department store job is that the employee is often paid below minimum wage.

——10. A teenage person could start at the stock clerk level or the salesperson level, and it is possible that with hard work he or she could advance job-by-job up to department manager or above.

——11. Most salespersons indepartment stores work on Saturday or Sunday and then have one other day off during the week.

——12. Salespersons who sell major appliances and furniture are paid more because they must know more about the product they sell.

——13. One separate section of the department store is the business office which has its own office staff and is a department all on its own.

——14. Managers and assistant managers of large chain department stores usually have had no courses in business, nor have they attended any training sessions sponsored by the company.

——15. Department store workers very seldom are unionized and they have no fringe benefits.

The best things in life are free - like clothing? food? and shelter?
-Fat Albert

LESSON 39 OFFICE WORKERS

LEAD-IN:

3
2
4
5
6
7
8
9
0
210
177 3911

Over 15 million people work in office jobs. These jobs range from the most routine jobs of filing and running errands to highly skilled real estate title searchers and executive secretaries. Some of the tasks involved in office work are these:

Deal with customer needs
Maintain files
Type
Operate office machines
Keep records
Fill out forms
Prepare and analyze reports
Give advice
Design computer systems
Arrange for bank loans
Calculate financial status

The efficiency of any business depends upon its office workers.

FOCUS:

1. To become aware of the need for efficient office workers.
2. To discover skills necessary for becoming an effective office worker.
3. To determine various job opportunities in the area of office management.

ACTIVITIES:

1. Visit the Office Occupations class in your school or at the Area Vocational Center. Observe students involved with learning various secretarial techniques. Talk with these students to discover for which jobs they are training and the classes they are required to take to be qualified. Ask the class instructor to have students demonstrate the uses of various office machines and name businesses and jobs which might use each machine.

2. Invite a panel of people employed in office occupations to come to describe qualities which they feel are important to be developed in office workers. You might want to include: the executive, an office machines operator, a stenographer, a file clerk, and a receptionist. Each person should describe the details of his or her job. After the various office workers' jobs have been outlined, ask the panel to help you compare "Do's and Don'ts" for entry-level workers. Write them on the board. Ask one of your students who is interested in an office occupation to put the lists in good form, type, duplicate and return a copy to each student in the class.

3. Visit a secretary, a file clerk, or a typist who is an alumnus of a cooperative education work program. Talk with that person about grooming, what bosses expect, duties which are expected of one but whch are not regularly assigned duties, attitudes one must have toward other workers, etc. Write a paragraph giving three reasons why you would or would not like an office occupation.

4. Take a field trip to several different types of businesses to observe all types of secretarial work in actual operation. For example: a car dealership, an insurance office, your school office, the hospital's office, a government office, etc. Determine common skills needed by all secretaries no matter in what business they are employed. Then itemize necessary skills which are specifically needed by secretaries in special areas. Pay special attention to remind students that secretarial work is as much a job for males as it is for females.

5. In order to stress the importance of being able to follow directions, do this simulation activity: You, as teacher, will portray the executive. Give these instructions or similar ones to members of the class who will

each be the secretary. Give the following directions in a conversational manner. Secretaries are to jot down and try to remember each thing they are to do.

"I am going to be out of town for a few days. While I am gone, would you do the following things: Type the three letters I have on my desk for you. Return the books on the shelf to the library. We'll need some letterhead stationery, liquid paper, and staples to do that questionnaire. Type up a rough draft of the questionnaire for me to revise when I get back. Any other time you have left, would you continue catching the files up to date. Just do as we've been doing--change names, addresses, telephone numbers, and make folders for new accounts."

Now ask the students to list the tasks they are to perform while the executive is away. Exchange papers. Re-read the directions to see how closely each one came. Practice taking other types of directives.

6. On the WORKSHEET on page 293, an activity has been developed to help students locate office jobs listed in the "Help Wanted" ads and to help them determine duties of the job. Questions have been included to assist students to identify their own office skills and interests.

7. Role play office situations. Appoint some students to be executives who will give their office workers instructions which are courteous, clear and to the point. Discuss qualities which executives should have that will help them be nominated for a "Boss of the Year" award. What are effective means office workers can use to persuade the boss to communicate more effectively? Ask the students to demonstrate effective boss tactics as well as ineffective tactics. Discuss how office workers should respond.

8. Prepare a bulletin board of materials, pictures, and tools pertaining to office occupations. If students in the class are working in offices, include pictures of them engaged in various tasks.

9. Visit or invite to the classroom, an insurance salesperson, a real estate broker, a banker or a computer programmer. Ask that worker to discuss the job, the educational background required, methods for gaining employment in that field, etc. Determine if those people started out in office occupations or if they have migrated after having begun somewhere else. How would they suggest that teenagers proceed if they want a job in one of these fields?

0. On the WORKSHEET on page 294 a bockkeeping activity has been provided. Students are to enter the amounts and keep the balance.

You may sometimes be much in the wrong, in owning your being in the right.
-Ben Franklin

OFFICE WORKERS

WORKSHEET 39-6

Name ______________________________

Date ______________________________

DIRECTIONS: By using newspapers, find and cut out "Help Wanted" ads for office jobs. Paste the ads and then fill in the details.

(Paste ad here)

Job: ______________________________

Employer: ______________________________

Details given about the job:

____

____

____

(Paste ad here)

Job: ______________________________

Employer: ______________________________

Details given about the job:

____

____

____

(Paste ad here)

Job: ______________________________

Employer: ______________________________

Details given about the job:

____

____

____

(Paste ad here)

Job: ______________________________

Employer: ______________________________

Details given about the job:

____

____

____

(Paste ad here)

Job: ______________________________

Employer: ______________________________

Details given about the job:

____

____

____

(Paste ad here)

Job: ______________________________

Employer: ______________________________

Details given about the job:

____

____

____

OFFICE WORKERS

WORKSHEET 39-10

Name ____________________

Date ____________________

DIRECTIONS: To get an idea as to what an occupation in bookkeeping would involve, do this activity. Enter these items into the books day by day:

Paid Out		**Received**	
10-10 - Salaries	$1200	10-10 - Receipts	$ 430.30
10-11 - Building Rent	500.00	10-11 - Receipts	501.60
10-12 - Merchandise	1731.00	10-12 - Receipts	746.32
10-13 - Light repaired	14.75	10-13 - Receipts	960.01
10-14 - Electricity and Gas	250.72	10-14 - Receipts	1667.44

TERRY'S TOYS & CRAFTS
Erga, Illinois

Date	Item	Amount	Balance
10-10	Balance on Hand		4374.00

LESSON 40 JOBS AT FINANCIAL INSTITUTIONS

LEAD-IN:

Modern banking provides many services and hires many diversified employees. Services include:

- Checking Accounts
- Savings Accounts
- Loans
- Trust Fund Banking
- Financial Counseling

Bank occupations are highly specialized with most skills coming by way of on-the-job training. The only positions that are usually filled by college graduates are the bank officials. Advancement often comes by enrolling in specialized college courses or programs offered by the American Institute of Banking.

Jobs at the bank include these three main categories:

Clerks Tellers Officers

FOCUS:

1. To become aware of the variety of jobs available in banking for people who do not wish to go to college.
2. To become acquainted with tasks involved and skills required for clerks, tellers, and bank officials.

ACTIVITIES:

1. Visit a bank. Ask to go behind the scenes to observe the clerks at work. If it is a large bank, a number of specialized clerks may handle the paperwork activities. See if these workers can be located:

   Secretaries Receptionists File Clerks Office Machine Operators

   Go further and see these clerks:

   - Bookkeeping Machine Operators
   - Country Collection Clerks
   - Proof Machine Operators
   - Transit Clerks
   - Exchange Clerks
   - Bookkeepers
   - Interest Clerks
   - Mortgage Clerks
   - Accounting Clerks
   - Sorters

   Find out what process is handled at each station, the skills the clerk must have, and if that clerk had training beyond high school. Determine which students are interested in clerking jobs at the bank.

2. Ask a bank personnel manager to come to class to discuss with the class types of workers needed in the banking business. What academic skills are important? What personal qualities are necessary? What is the test like that is given to prospective employees? Is there a progression of jobs one goes through to advance up the promotion ladder? Are there openings at the bank very often? How did he or she get to be personnel manager? Besides hiring and firing, what are other duties that the personnel manager has? What are the duties and responsibilities of each of the bank officials?

3. Students often think that all workers at the bank handle lots and lots of money. In reality, usually the only people who touch the coins and currency at all are the tellers. The clerks and the officials are involved with paper work and making financial decisions. Visit the bank for the express purpose of observing the tellers. Find out about all the safety measures that are installed within the bank to safeguard the workers and the money. Besides a devotion for acute accuracy, what are the personality traits and attitudes one should have to be a bank teller? How did each teller get to the position, they now hold? How much can a person expect to make as a beginning teller? After five years? After 25 years?

4. Use the WORKSHEET on page 297 to help students understand the three basic divisions of workers at the bank: clerks, tellers, and officials. This exercise assists students in understanding which workers are involved with common tasks.

5. After a trip to the bank, use the activity on the WORKSHEET on page 298 to review what was observed with regard to division of labor: clerks, tellers, and officials. List other activities that you saw for each department.

6. Invite a clerk to class (preferably a cooperative education alumnus) to discuss personal feelings about the job he or she holds. How did he or she go about getting the job? Is this a lifetime job choice? Are there tellers or officials in the bank who were once clerks? What training is available for those who want to progress? Would you recommend a banking job for kids in our class?

7. Gather bank forms, such as deposit slips, checks, application for a savings account, application for a bank loan, etc. Discuss the purpose for each one and assist students to fill them out correctly. Talk about workers who use these forms as well as why correctness and neatness are important from the worker's point of view. Assist students to understand the purposes for each type of banking. Some may want to actually follow through and open up a real savings account. Assist students if they need help or encouragement.

8. Research savings and loan offices in your town as to interest paid to customers. Find out about certificates, minimum initial deposits, minimum later payments, length you must keep the money in without penalty, incentive measures used to encourage people to invest at their bank, etc. Ask to talk with the savings and loan manager. Find out what differences there are between a bank and a savings and loan. Are there different skills needed by workers?

9. Write a letter to the U.S. Mint in Washington, D.C. for information on money manufacturing. How are old bills discarded? What is the life expectancy of a $1 bill? Of a $100 bill? How are new bills put into circulation? How much does it cost to manufacture coins? What new ideas in money manufacturing may come into being soon? Why are there not now $2 bills in circulation?

10. Find out jobs which require bonding. Are bank employees the only people who are bonded? What does it mean to be bonded? If a person has a police record, can he or she be bonded? If one cannot be bonded, what does that mean?

A banker is a man who lends you an umbrella when the weather is fair, and takes it away from you when it rains.
-Anonymous

JOBS AT FINANCIAL INSTITUTIONS

WORKSHEET 40-4

Name ______________________________

Date______________________________

DIRECTIONS: Three groups of workers may be found in each bank or savings and loan office.

Clerks who handle all the paperwork details and receive customers
Tellers who receive and pay out money and keep a record of it
Officials who make decisions based upon board of directors policies and existing laws and regulations

Which worker would you ask for in each situation?

________________ 1. You want to buy traveler's checks.

________________ 2. The house you own needs remodeling.

________________ 3. You want to know the balance of your checking account.

________________ 4. You want to make a Christmas Club deposit.

________________ 5. You want to rent a house for which the bank has control.

________________ 6. You want to cash your pay check.

________________ 7. You need some help with a financial matter.

________________ 8. You want a loan to buy a car.

________________ 9. You need information about a savings plan.

________________10. You want to stop payment on a check.

________________11. You want to open a savings account.

________________12. A friend gave you a check that "bounced." You want to know if there are "sufficient funds" now.

________________13. You are interested to know how much interest you will have to pay during the next year.

________________14. You want to apply for a loan to buy a business.

________________15. You want to apply for a job at the bank.

________________16. You want to change some foreign money into U.S. dollars.

________________17. You want to get a loan to pay for your tuition, room and board at college next year.

________________18. You want to buy a money order.

________________19. You want to make arrangement for your class to tour the bank.

________________20. You want to buy change for the rummage sale you are having.

JOBS AT FINANCIAL INSTITUTIONS

WORKSHEET 40-5

Name ____

Date ____

DIRECTIONS: Every bank or savings and loan, whether large or small, has three distinct groups of workers:

1. **Clerks** - Handle all the paperwork
2. **Tellers** - Receive and pay out money and keep a record of each transaction made
3. **Officials** - Make decisions based upon the plan set by the board of directors and existing regulations and laws

Below are tasks of bank or savings and loan workers. Decide whether a **clerk,** an **official** or a **teller** would accomplish each task. Write the name of the worker on the line before the statements.

______________________ 1. Accepts and records Christmas Club deposits.

______________________ 2. Checks the credit of a person applying for a loan.

______________________ 3. Sends out bank statement each month to persons who have checking accounts.

______________________ 4. Sorts checks and deposit slips into various groups.

______________________ 5. Advises individuals and businesses in financial matters.

______________________ 6. Handles savings deposits and withdrawals.

______________________ 7. Changes foreign money for U.S. currency.

______________________ 8. Receives payments from individuals for loans they have drawn.

______________________ 9. Types legal papers regarding loans.

______________________ 10. Makes the final decision whether or not to issue a loan for a piece of real estate, a car, or a personal loan.

______________________ 11. Sorts checks and drafts on other banks and mails statements for their collection.

______________________ 12. Plans, coordinates, and controls the work flow in the bank.

______________________ 13. Cashes checks and handles deposits and withdrawals.

______________________ 14. Handles large amounts of money and must be bonded.

______________________ 15. Is familiar with economics, production, distribution, merchandising, and commercial law.

______________________ 16. Uses cancelling and adding machines.

______________________ 17. Uses equipment which sorts items and then adds and records the amounts of money involved.

______________________ 18. It is possible that this person could be promoted step-by-step to finally become a bank official.

______________________ 19. Prepares data for computer input.

______________________ 20. Is responsible for all property held by the bank.

HEALTH OCCUPATIONS

All Wrigley had was an idea. He was the first man to discover that American jaws must wag. So why not give them something to wag against?

-Will Rogers

LESSON 41 OVERVIEW: HEALTH OCCUPATIONS

LEAD-IN:

Many times health occupations are taken for granted. That is, until someone is sick, injured or in need of health services. Then the public wants excellent assistance, provided in a hurry, and without errors.

Health occupations vary in skills and amount of training required, but all are important to society. Four general divisions are to be made for better understanding of the cluster area:

Medical, Dental, and Nursing

Dental Hygienist
Licensed Practical Nurse
Orderly
Orthodontist
Pathologist
Surgeon
Dentist
Registered Nurse
Physician
Pediatrician
Psychiatrist
Dental Assistant
Nurse Aide
Technician
Technologist
Therapist
Paramedic

Related Health

Coroner
Mortician
Optician
Pharmacist
Dietician
Psychologist
Dietary Aid

Environmental Health

Industrial Hygienist
Sanitarian
Systems Safety Analyst
Public Health Inspector
Research Scientist
Public Health Nurse
School Nurse
Food and Drug Inspector

Medical Business

Admitting Clerk
Billing Clerk
Central Supply Clerk
Secretary
Medical Librarian

FOCUS:

1. To assist students to identify Health Occupations as one of the five cluster areas as suggested by the Illinois Office of Education.
2. To become aware of the number and names of some of the numerous health related occupations.
3. To be able to identify some of the skills and duties needed by a number of health occupation workers.

ACTIVITIES:

1. Talk about these four divisions of Medical Occupations:

   Medical, Dental, and Nursing
   Related Health
   Environmental Health
   Medical Business

   Ask students to name as many jobs as they can under each heading. Many others will be named which are not listed in the "Lead-In." Determine under which category each one fits. Give additional suggested occupations. Be especially careful to discuss those jobs which sound unfamiliar to the students. To assist students to think about health related occupations, provide each student with a copy of the WORKSHEET on page 305. In a "Circle the Word" puzzle, 35 words associated with one of the four divisions of medicine are included.

2. Many medical occupations can be identified by students if you name a TV character who has that occupation. Try these. Name at least one TV character who is a:

   Psychologist
   Dentist
   Paramedic
   Coroner
   Emergency Room Nurse
   Doctor
   Nurse
   Medical Secretary
   Surgeon

   What others are there? Does TV present a realistic view of the occupation? Why do you say that?

3. Invite a paramedic who travels with the ambulance to discuss the types of medical problems with which he or she is involved. Ask that the students be allowed to see the inside of the ambulance and the support systems provided. What training is involved with being an ambulance attendant, a paramedic, the ambulance driver? What medical people must the ambulance crew know? What are the working conditions like for the ambulance crew? What are some things you hear about paramedics that are not true? What are the procedures for becoming a paramedic or attendant?

4. Divide into pairs. Take these health occupations and list all the personal qualities needed by each one:

   Orderly
   Sanitarian
   Surgeon
   Coroner
   Industrial Hygienist
   Pediatrician

   Then name advantages and disadvantages of each job. Compare lists and ask students to support their points of view.

5. Each student should pick one health occupation from the list in the "Lead-In." By using the addresses in the **Occupational Outlook Handbook** or other career sources, write for information about careers in that field. When materials are returned, each student is to write a report, present it to the class, and file the information for future reference. Stress good business letter form and neatness.

6. After students have become familiar with health occupations, provide them with the WORKSHEET on page 306, a puzzle for filling in the blanks with medical occupations. Definitions of the occupations have been provided. Use this as a review of health occupations.

7. Determine which of the jobs listed in the "Lead-In," as well as any others you can think of, are jobs teenagers might obtain if they choose not to go for additional training. Your list might include:

   Orderly
   Nurse Aide
   Technician
   Dietary Aide
   Admitting Clerk
   Central Supply Clerk
   Secretary
   Others

   Vote on one or two of these that the class would like to have talk with them about their jobs. They might even be able to supply the names of people to contact. Formulate a list of questions for which the students want the answers. Place someone in charge of the discussion. Lend all the support you can give. Write letters of appreciation.

8. Write job descriptions (Career - O - Grams) for health occupations in the following way:

   Nursing is
   Understanding, taking
   Responsibility,
   Serving, and helping others
   who are
   In
   Need of
   Good care

   Paramedics
   Are
   Rescue people
   Attending to
   Medical
   Emergencies every
   Day and night.
   If you
   Can help, call.

Type up the results, mount and display where others may read them. Once students get the idea, they will want to do more than one. Encourage them.

9. Elmer and Effie are, at this time, new-born twins. Take these two through life and name all the medical people they might need at one time or another from now until they die when they are 95 years old. For each medical person they need, tell what service that person will provide. Name each medical person only once. How many are on the list?

10. A medical profession that often disturbs people is that of the embalmer or mortician. Gain permission from parents to tour a funeral home under emotion-free circumstances. Find out what medical training the people have who work there. Where are schools located and how long is the school? What are the requirements to be accepted? How does the training for a coroner differ from that of the mortician?

Since thou art not sure of a minute throw not away an hour.
-Ben Franklin

Laugh and the class laughs with you,
but you stay after school alone.
-Fat Albert

OVERVIEW: HEALTH OCCUPATIONS

WORKSHEET 41-1

Name ______________________________

Date______________________________

DIRECTIONS: Four categories of health occupations are listed below. Find each health occupation in the puzzle and circle it. Words go down and across.

Medical, Dental, and Nursing

- Dental Hygienist
- Licensed Practical Nurse
- Orderly
- Orthodontist
- Pathologist
- Surgeon
- Dentist
- Nurse
- Physician
- Pediatrician
- Psychiatrist
- Dental Assistant
- Nurse Aide
- Technician
- Therapist

Related Health

- Coroner
- Mortician
- Optician
- Pharmacist
- Dietician
- Psychologist
- Dietary Aide

Medical Business

- Admitting Clerk
- Secretary
- Central Supply Clerk
- Medical Librarian
- Billing Clerk
- Business Manager

Environmental Health

- Industrial Hygienist
- Sanitarian
- Public Health Inspector
- Research Scientist
- Public Health Nurse
- School Nurse
- Drug and Food Inspector

P	D	A	L	I	C	E	N	S	E	D	P	R	A	C	T	I	C	A	L	N	U	R	S	E	D
U	E	P	U	B	L	I	C	H	E	A	L	T	H	I	N	S	P	E	C	T	O	R	C	B	R
B	N	A	D	M	I	T	T	I	N	G	C	L	E	R	K	U	C	A	D	H	R	C	H	U	U
L	T	T	B	P	S	Y	C	H	O	L	O	G	I	S	T	R	O	B	E	E	D	E	O	S	G
I	A	H	P	E	D	I	A	T	R	I	C	I	A	N	O	G	R	C	F	R	E	N	O	I	A
C	L	O	R	T	H	O	D	O	N	T	I	S	T	G	P	E	O	H	I	A	R	T	L	N	N
H	A	L	C	P	S	Y	C	H	I	A	T	R	I	S	T	O	N	J	P	P	L	R	N	E	D
E	S	O	D	T	E	C	H	N	I	C	I	A	N	K	I	N	E	L	H	I	Y	A	U	S	F
A	S	G	E	J	G	H	I	U	F	M	O	N	Q	P	C	R	R	B	Y	S	I	L	R	S	O
L	I	I	N	D	U	S	T	R	I	A	L	H	Y	G	I	E	N	I	S	T	J	S	S	M	O
T	S	S	Y	S	T	E	Z	S	S	J	F	E	T	W	A	D	A	L	I	S	T	U	E	A	D
H	T	T	K	S	R	C	X	E	W	V	U	T	S	I	N	K	L	L	C	A	M	P	U	N	I
N	A	L	T	N	U	R	S	E	A	I	D	E	H	J	O	N	M	I	I	N	O	P	V	A	N
U	N	M	O	P	Q	E	Y	Z	D	I	E	T	I	C	I	A	N	N	A	I	R	L	W	G	S
R	T	N	D	E	N	T	I	S	T	A	B	C	D	P	Q	R	S	G	N	T	T	Y	X	E	P
S	M	E	D	I	C	A	L	L	I	B	R	A	R	I	A	N	T	C	U	A	I	C	A	R	E
E	R	E	S	E	A	R	C	H	S	C	I	E	N	T	I	S	T	L	V	R	C	L	B	A	C
D	I	E	T	A	R	Y	A	I	D	E	E	F	G	W	Y	Z	A	E	H	I	I	E	D	C	T
U	X	W	V	P	H	A	R	M	A	C	I	S	T	X	B	C	D	R	G	A	A	R	E	F	O
X	Z	D	E	N	T	A	L	H	Y	G	I	E	N	I	S	T	E	K	F	N	N	K	G	H	R

OVERVIEW: HEALTH OCCUPATIONS

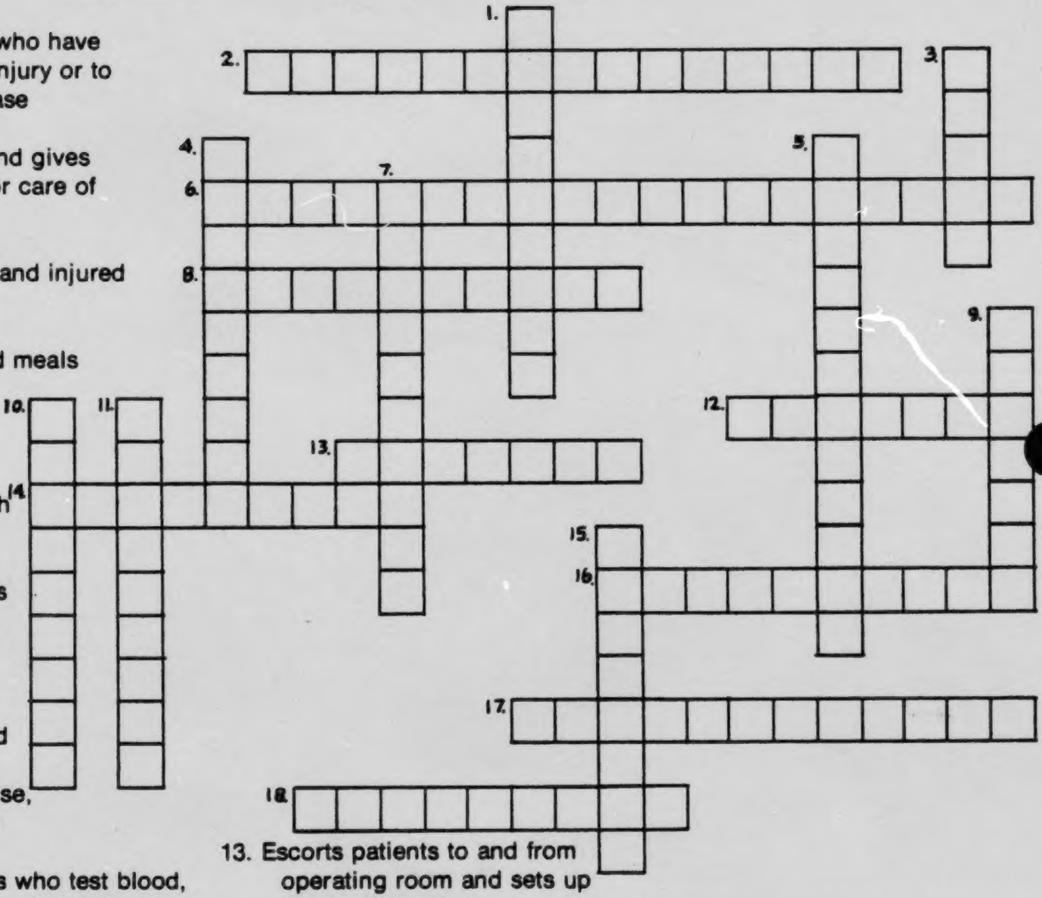
WORKSHEET 41-6

Name ______________________________

Date______________________________

DIRECTIONS: Fill in the blanks of the puzzle below with these health occupation titles. Definitions are given to help you.

Coroner
Dental Hygienist
Dentist
Dietician
Industrial Hygienist
Mortician
Nurse
Nurse Aide
Pediatrician
Pharmacist
Physician
Optician
Orderly
Sanitarian
Secretary
Surgeon
Receptionist
Technician



1. Treats people who have sickness or injury or to prevent disease

2. Cleans teeth and gives instruction for care of teeth

3. Cares for sick and injured patients

4. Plans balanced meals

5. A children's doctor

6. Concerned with noise, dust vapors, and other hazards in industrial areas

7. Oversees the treatment and disposal of sewage, refuse, and garbage

8. Skilled workers who test blood, give x-rays, perform other tests as directed by doctor

9. Drills, fills, and pulls teeth

10. Types, files, and takes care of business details

11. An assistant to the nurse

12. Performs operations

13. Escorts patients to and from operating room and sets up heavy equipment

14. Determines cause of death

15. Measures and fits glasses to the customer's eyes

16. Bottles medicines according to orders given by the doctor

17. Greets patients and finds out their needs, and gives them directions

18. Prepares dead bodies for burial

LESSON 42 DENTAL OCCUPATIONS

LEAD-IN:

The recent stress placed upon tooth care has greatly increased the number of job opportunities in the dental field. Where once the dentist performed all phases of the process, now each phase has been defined and a worker is hired with the dentist being free to perform professional tasks which only he or she is qualified to do.

Training and education requirements range from little or no training to a very specialized type of work.

FOCUS:

1. To assist students in becoming aware of the various health careers found at the dental clinic.
2. To understand the duties of various workers in the dental office or dental clinic.
3. To become aware of education/training needed for each dental worker.

ACTIVITIES:

1. Invite a dental hygienist to class to demonstrate on a model of teeth the various uses of dental tools and correct brushing and flossing techniques. Encourage students to ask such questions as: What personal qualities are needed by a dentist, a dental assistant, a dental hygienist? What education and training have you had? How important is it to keep healthy teeth? Do all dental workers have to go to college?

2. Have a student who has worn braces talk to the class about the process, and name all the dental workers who have been involved with this orthodontic process.

3. Compare modern dental treatment with that of fifty years ago. Ask a senior citizen to remember for you of what dental treatment (extraction and dentures) consisted. What type of deadening agent was used? Did people go to the dentist every six months for cleaning and check-ups? Were there orthodontists, dental hygienists, and oral surgeons?

4. Visit a dental clinic to see at work each of the dental workers named. Are there other workers also involved in the clinic? Talk with each worker about his or her duties as well as the responsibilities and amount of training. Determine which jobs require no training beyond high school, those with community college training, and those which require a college degree plus special training.

5. Duties of workers vary a great deal from one dental office to another. Even within one office there may be an overlapping of duties. On the WORKSHEET on page 309, a number of duties of dental workers have been listed. Students are to choose the duties each worker often does. Be sure to stress that situations may vary and so, the occupation, in general, must be considered rather than one worker that you know. The **Occupational Outlook Handbook** may be a helpful resource.

6. Three of the dental jobs listed, usually only require on-the-job training. They are: receptionist, bookkeeper, and dental laboratory technician. Often high school office skills and bookkeeping classes are helpful for gaining employment as a receptionist or a bookkeeper. The laboratory technician is trained on-the-job during a 4 or 5 year training period. The WORKSHEET on page 310 provides an opportunity for students to itemize tasks for the eight jobs usually found in a dental clinic.

7. Invite to the classroom a worker from each of the three entry level dental jobs - receptionist, bookkeeper, and dental laboratory technician. Ask each one to outline job duties and describe how he or she gained employment on the first job. What advice would each one give to students who are interested in dental work?

8. Visit a community college or area vocational center (or your high school if there is a dental careers class) to observe the types of learning involved with a dental careers course. Ask: How much reading is required? How much actual practice does one get? Does the school help its students find places of employment? How many students who start the course finish it? What are the chances for getting a job after the course is finished? Where are most of the available jobs to be found?

9. Just for fun, bring to class bars of Ivory soap and have a tooth carving party. Out of the bar of soap each student is to carve a set of "dentures." To the best set of dentures, goes a package of sugar-free gum. After the carving party when the teeth are on display, name the various careers of those in the dentist's office and those who are suppliers. Are more people wearing dentures today than they were fifty years ago? Why?

10. Make dental care posters. One of the requirements is to include at least one dental office worker. Display in a prominent place in the school.

Adam and Eve had many advantages, but the principal one was that they escaped teething.
-S. L. Clemens

DENTAL OCCUPATIONS

WORKSHEET 42-5

Name ______________________________

Date ______________________________

DIRECTIONS: Which of the following dental office workers would do each task that is described below? Write the job title on the line before the description. (You may want to use the **Occupation Outlook Handbook.**)

Dentist	Dental Assistant	Orthodontist	Receptionist
Dental Hygienist	Dental Laboratory Technician	Oral Surgeon	Bookkeeper

______________________ 1. Examines patients for decayed teeth.

______________________ 2. Scales, cleans, and polishes teeth.

______________________ 3. Assists dentists while they are working with patients.

______________________ 4. Puts on braces to straighten teeth.

______________________ 5. Greets patients and tells them what to do first.

______________________ 6. Operates on mouth and jaws.

______________________ 7. Fills decayed teeth and pulls teeth.

______________________ 8. Keeps a record of all charges and sends bills.

______________________ 9. Makes dentures according to directions given by dentist.

______________________ 10. Instructs patients in proper care of teeth. (two people)

______________________ 11.

______________________ 12. Prepares patient for treatment to be given by dentist.

______________________ 13. Two workers who might remove an impacted tooth.

______________________ 14.

______________________ 15. Takes x-rays and develops them.

______________________ 16. Hands dentist the proper tool.

______________________ 17. Name four of the dental workers listed above who are required by law to be licensed.

______________________ 18.

______________________ 19.

______________________ 20.

______________________ 21. Makes bridges of metal and porcelain to replace missing teeth.

______________________ 22. Name three jobs listed above which require only on-the-job training.

______________________ 23.

______________________ 24.

______________________ 25. Makes appointments and sends reminders.

______________________ 26. Keeps a record of all payments and makes bank deposits.

DENTAL OCCUPATIONS

WORKSHEET 42-6

Name ____________________

Date ____________________

DIRECTIONS: Below are listed a number of duties of dental workers. Several people may do the same task. It just depends upon the office set-up. Decide which of the duties listed below one might expect each of the dental office workers to do.

A. Examines patients for decayed teeth (3 people)
B. Scales, cleans, and polishes teeth
C. Greets patients and tells them what they are to do before they see the dentist or hygienist (2 people)
D. Makes dentures according to directions given by dentist
E. Instructs patients in correct care of teeth (4 people)
F. Fills decayed teeth (2 people)
G. Pulls teeth (3 people)
H. Operates on mouth and jaw
I. X-rays teeth
J. Keeps an accurate record of all charges on work done by dental workers
K. Puts on braces to straighten teeth
L. Assists dentist while he or she works on patient's teeth
M. Prepares patient for dental treatment
N. Removes an impacted tooth (3 people)
O. Develops x-rays (2 people)
P. Hands proper tool to dentist at the right time
Q. Has to have a license in order to practice (4 people)
R. Makes bridges to replace missing teeth
S. Makes appointments and sends reminders
T. Sends bills at the end of the month

1. A **dentist's** job usually consists of: ——, ——, ——, ——, ——, and ——.

2. A **dental hygienist's** job consists of: ——, ——, ——, ——, and ——.

3. A **dental assistant's** job might consist of: ——, ——, ——, ——, and ——.

4. A **dental laboratory technician's** job consists of: ——, and ——.

5. An **orthodontist's** job might consist of: ——, ——, ——, ——, ——, ——, and ——.

6. An **oral surgeon's** job might consist of: ——, ——, ——, and ——.

7. A dentist's **receptionist's** job consists of: ——, and ——.

8. A dentist's **bookkeeper's** job consists of: ——, and ——.

Never trouble trouble till trouble troubles you.

313

LESSON 43 HOSPITAL WORKERS

LEAD-IN:

Hospitals are big business adventures. Many industrial, business, home economics, as well as health occupations are found within the hospital setting. The present hospital institution may be changed radically within the near future to alleviate the high costs of hospital care.

At present, the number of health occupations represented within the hospital center vary greatly depending upon the size and services offered by the facility. And the range of training required for jobs also varies from a high school diploma to 12-14 years beyond high school for some certified specialists.

ADMISSIONS

FOCUS:

1. To acquaint students with the wide variety of health occupations found within the hospital setting.
2. To become aware of training, qualifications, and duties required of various hospital workers.

ACTIVITIES:

1. It is common to find most of the following workers in hospitals. Talk about duties of each one:

   Physician
   Nurse Aide
   Orderly
   Surgeon
   Therapist
   Radiologist
   Pathologist
   Practical Nurse
   Registered Nurse
   Housekeeper
   Laundry Worker
   Admissions Clerk
   Laboratory Technologist
   Switchboard Operator
   Discharge Clerk
   Anesthetist
   Specialist
   Chaplain
   Dietician
   Cook

   Determine the amount of training and background needed for each job. Which jobs would be available for a high school graduate? Nurse aide, orderly, switchboard operator, housekeeper, laundry worker, admissions clerk, cook, and discharge clerk? What high school courses would be helpful for a student to take if interested in a hospital job?

2. Take a field trip to the hospital for the purpose of seeing large numbers of different hospital workers. Ask the tour guide to name the titles of workers as you go through and describe some of that worker's duties. Determine which are entry level jobs which require short term training, and which ones require a college degree(s). List those that are available to high school graduates and itemize duties for each.

3. After the students have seen the hospital, use the WORKSHEET on page 313 and ask them to identify two tasks for each worker. Allow students to use the **Occupational Outlook Handbook** or other career resources for information. It may be interesting to compare lists. Assist students to determine if tasks are realistic.

4. Play "Twenty Questions at the Hospital." Select tools, equipment, clothing, tasks, locations, etc. dealing with hospital occupations. The student will be "It" and will combine forces with the teacher-coordinator so no wrong information will be given by a student who is not sure of the correct response.

5. On the WORKSHEET on page 314, a number of hospital workers are listed. Statements are then provided which need a job title inserted to make the statement correct. If students are not familiar with some of the hospital workers listed, use this as a means for creating job task awareness. Two students working together may provide a better learning situation, especially when one student may have reading difficulties.

6. Write the 21 hospital worker titles on slips of paper and put them in a container. Each student is to draw a job title, find 5 descriptions of the job and begin giving descriptions one at a time, beginning with the har-

dest clue. The person who guesses the job title first gets 5 points minus the number of clues it took to guess. A student may only guess once for each job title. Keep score.

7. Select two hospital employees who went to work right after high school and then ask them to discuss duties, pay, good and bad points about the job, and personal qualities which help them to be successful. Determine the points where they agree and where they disagree and speculate what part personality has to play in job success.

8. Ask students to select a hospital occupation and without naming it draw five tools representative of that occupation. Number each student's set of pictures and post on the bulletin board. Students are then to number another paper for as many sets as there are and go around the room guessing what occupation each set represents. Award a fun prize to the person who has the best drawing and to the person who correctly names the most sets.

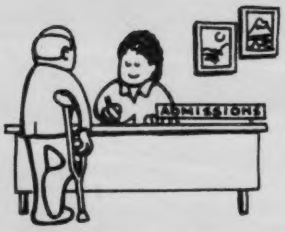
9. The emergency room at the hospital serves a very special purpose - that of treating those who need care immediately. The services of the emergency room are much more expensive than are the same services provided at the doctor's office. Discuss instances when the hospital should be used, and the times one should go to the doctor's office for treatment.

10. Arrange to have breakfast or a snack at the hospital cafeteria and talk with workers who are involved with preparation and serving of meals. What is the dietician's job? How does the cook follow that many different orders? What knowledge and tasks must regular hospital personnel have about food with regard to patients? (Feed them when they cannot feed themselves, take patients food they **will** eat, determine if what they want to eat is allowable food, prevent relatives from bringing in non-allowable foods, etc.)

(Scientists) can tell you just to the minute when something is going to happen ten million miles away but none of them has ever been smart enough to tell you what day to put on your heavy underwear.
-Will Rogers

HOSPITAL WORKERS

WORKSHEET 43-3



Name ____

Date____

DIRECTIONS: By using the **Occupational Outlook Handbook** or a similar career source, name two tasks for each worker.

1. Physician
   a.
   b.
2. Nurse Aide
   a.
   b.
3. Orderly
   a.
   b.
4. Practical Nurse
   a.
   b.
5. Registered Nurse
   a.
   b.
6. Surgeon
   a.
   b.
7. Therapist
   a.
   b.
8. Laboratory Technologist
   a.
   b.
9. Pathologist
   a.
   b.
10. Radiologist
    a.
    b.
11. Switchboard Operator
    a.
    b.
12. Housekeeper
    a.
    b.
13. Cook
    a.
    b.
14. Dietician
    a.
    b.
15. Chaplain
    a.
    b.
16. Laundry Worker
    a.
    b.
17. Admissions Clerk
    a.
    b.
18. Discharge Clerk
    a.
    b.
19. Specialist
    a.
    b.
20. Anesthetist
    a.
    b.

HOSPITAL WORKERS

WORKSHEET 43-5

ADMISSIONS

Name ______________________________

Date ______________________________

DIRECTIONS: Fill in the blanks below with the correct job titles. Each job has been used only once.

Physician
Orderly
Nurse Aide
Surgeon
Cook

Discharge Clerk
Admissions Clerk
Laundry Worker
Pathologist
Radiologist

Registered Nurse
Practical Nurse
Anesthetist
Therapist
Dietician

Laboratory Technologist
Switchboard Operator
Housekeeper
Cook
Chaplain

Specialist

1. ______________________ An __?__ is in the operating room to give the patient the medication to kill the pain.
2. ______________________ A __?__ is the doctor who specialized in operations.
3. ______________________ The __?__ plans special menus for each patient in the hospital.
4. ______________________ When heavy equipment needs to be moved or when a patient is to be taken to or from surgery an __?__ is called.
5. ______________________ All calls coming into the hospital or going out of the hospital are handled by the __?__.
6. ______________________ Upon entering the hospital, a patient must give a lot of personal information to the __?__.
7. ______________________ If a person needs the care of trained medical people, your own family __?__ will make arrangements for you to enter the hospital.
8. ______________________ Then if the doctor believes he or she needs the opinion of a doctor who has had additional training, you will be seen by a __?__.
9. ______________________ Sheets, linens, gowns, and other clothing must be washed, disinfected, dried, and folded by the __?__.
10. ______________________ A religious worker in the hospital is the __?__.
11. ______________________ The person who prepares the food as directed by the dietician is the hospital __?__.
12. ______________________ The __?__ may use exercise, massage, heat, light, water, mechanical, and scientific devices to restore body functions.
13. ______________________ Blood tests and other body fluids are carefully examined by the __?__.
14. ______________________ A physician who specializes in x-ray and who supervises operators of x-ray equipment is the __?__.
15. ______________________ A physician who does complex tests on body tissues is the __?__.
16. ______________________ The person who follows the doctor's orders, gives the medication and treatments and watches carefully the patients progress is the __?__.
17. ______________________ The __?__ works under the supervision of the doctor and the registered nurse and gives skilled nursing care to sick and injured patients.
18. ______________________ The __?__ serves meals, feeds patients, and does other tasks that free registered and practical nurses for work requiring professional and technical training.
19. ______________________ Cleanliness in the hospital is absolutely necessary and it is the __?__'s task to see that it is kept that way.
20. ______________________ When the doctor says that a patient is ready to leave the hospital, the __?__ fills out the necessary forms.

LESSON 44 NURSING HOME WORKERS

LEAD-IN:

Unlike any other society in the world, nursing homes in the United States are used extensively to care for the convalescent and the elderly when they are unable to care for themselves, but are not so severely ill, that they need to be hospitalized. Conditions in nursing homes are improving, and many have come to the point of becoming an outlet for many of the social needs of the elderly and planned activities have made the difference.

More and more nursing home jobs are becoming specialized. Nearly every nursing home will have at least one, often several, of each of the following workers on staff:

Administrator
Registered Nurse
Practical Nurse
Cook's Assistant
Dishwasher
Nurse Aide
Orderly
Housekeeper
Cook
Dietician
Laundry Worker
Therapist
Activity Director
Groundskeeper
Business Manager

FOCUS:

1. To assist students in becoming aware of the various sections of the nursing home and the jobs related to each section.
2. To be able to identify and describe duties of nursing home workers.

ACTIVITIES:

1. Make arrangements for the whole class, or 5 students at one time, to spend classtime for one week shadowing workers at the nearest nursing home. Form a schedule with the nursing home administrator whereby each student will be with, and help, a different worker each day. Be certain that each student works: with the patients, in the kitchen, in the laundry, in the office, and on the grounds. The more activities the student can become involved with, the better the experience. Prepare students in correct procedures for dealing with the senile patients. Which students were "turned on" by the nursing home experience? What personal qualities are needed by nursing home workers?

2. A WORKSHEET on page 317 has been developed to give students an idea as to duties of nursing home workers. Students are then to determine which jobs require training and which can be entered immediately upon graduation from high school.

3. A story about Elsie Hudson, a nursing home patient, is supplied on the WORKSHEET on page 318. Students are asked to write in job titles of people who helped Ms.Hudson recover. Students are then asked to name nursing home jobs which only require on-the-job-training. Stress that any successful experience students gain now will be to their advantage for getting employment when they are out of school.

4. Invite a practical nurse to come to class to explain the job. Discover the training required and where this training is offered in your area. How long is the training? How much does it cost to get training? Do you have to have good high school grades? Can you take the course at night school? What financial aids programs are available? How is the practical nurse like the registered nurse? Like the nurse aide? How is he or she different from each?

5. Ask students to sketch scenes found at the nursing home. Make suggestions such as: lunch time in the dining room, two patients conversing, sing time, game time, a bed patient, two patients in love, strolling on the grounds, the Christmas party, etc. Give the pictures captions, put the book together and loan it to the nursing home for the patients to see. Someone may want to write a story to go along with the pictures. Help students understand that nursing home patients often are much like children and enjoy many of the same things children enjoy.

6. Each of the following jobs are job possibilities for students:

   Nurse Aide
   Laundry Worker
   Orderly
   Dishwasher
   Housekeeper
   Cook's Assistant
   Groundskeeper

   Discuss each one and name 5 personal traits or characteristics which would be assets to have. Discuss how punctuality and dependability are essentials in most of these jobs. Try to develop a plan which might help those weak in these characteristics to gain strength. Planning to complete small steps, one at a time, and on time, is one method. Discuss consequences of the nurse aide who ignores the call bell of a patient, or the orderly who fails to turn a patient. What complications might result from the worker's negligence? Stress the importance of carefully following orders.

7. After visiting the nursing home, each student is to write a paragraph on one of the following topics:

   "Care I Want Given to Me if I'm Ever in a Nursing Home"
   "Activities Keep the Mind Alive"
   "General Thoughts About the Nursing Home"
   "I Would Enjoy Being a Nursing Home Worker: Let Me Name the Ways"
   A topic of your choice

8. Interview a Nursing Home worker. Think of a set of questions to ask and ask the teacher-coordinator to make additional suggestions. Or use the WORKSHEET on page 317 as an outline. Share the information gained from the interview with the class.

9. Students are to write a job description of a job they think they might like to have at a nursing home. List tasks to be done, disadvantages they will meet, parts of the job they think they will enjoy, and personality traits they must try to exhibit at all times.

10. Suppose you are supervisor of the nursing home. You want the patients to be happy and you want visitors to have a good impression of the home when they visit. Name twenty things you would want workers in your nursing home to do to keep the patients happy and help the home meet state standards.

Every man feels instinctively that all the beautiful sentiments in the world weigh less than a single lovely action.
-Lowell

NURSING HOME WORKERS

WORKSHEET 44-2

Name ____________________________________

Date____________________________________

DIRECTIONS: Match the job title with the job description by writing the letter of the description on the line before the job title.

Job Titles

—— 1. Administrator
—— 2. Registered Nurse
—— 3. Practical Nurse
—— 4. Nurse Aide
—— 5. Orderly
—— 6. Housekeeper
—— 7. Laundry Worker
—— 8. Dietician
—— 9. Cook
——10. Cook's Assistant
——11. Dishwasher
——12. Therapist
——13. Activity Director
——14. Groundskeeper
——15. Business Manager

A. Feeds, bathes, and takes care of patients.
B. Washes and disinfects dishes, pots and pans.
C. Uses exercises, massage, heat, light, water, and devices to restore body functions.
D. Moves heavy equipment and helps turn patients.
E. Oversees all the operations of the nursing center.
F. Cleans floors and wipes down furniture each day.
G. Washes, disinfects, dries, and folds linens.
H. Carries out doctor's orders, gives medicine, and watches patient's condition.
I. Plans menus for each patient according to needs.
J. Helps the cook prepare food for patients.
K. Plans activities such as arts and crafts to keep patients' minds active.
L. Trained assistant to the registered nurse.
M. Handles all of the nursing home's money matters.
N. Prepares food according to orders given by dietician.
O. Mows lawn, plants and cares for flowers, shrubs and trees.

Name 10 of the nursing home jobs listed above which usually only require on-the-job training or previous experience.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name 5 of the nursing home jobs above which usually require 6 months or more training before being hired for the job.

1.

2.

3.

4.

5.

That which is striking and beautiful is not always good, but that which is good is always beautiful.

NURSING HOME WORKERS

WORKSHEET 44-3

Name ____________________

Date ____________________

DIRECTIONS: In the story below, fill in the puzzle with one of the following workers. If two spaces have been given, the job title has two words (i.e., Registered Nurse). Each job title has been used only once.

Administrator
Registered Nurse
Practical Nurse
Nurse Aide
Orderly
Housekeeper
Laundry Worker
Dietician
Cook
Cook's Assistant
Dishwasher
Therapist
Activity Director
Groundskeeper
Business Manager

Rolling Slopes Nursing Home, a center for people who need special medical care, but who do not require hospitalization, specializes in tender, loving care for its patients. Joyce Spires is the (1)__________ who oversees all the operations of the center.

John Greer, who has a degree from a nursing school, has passed a state examination. When Elsie Hudson came to Rolling Slopes after a stroke, John Greer was one of the (2)__________ __________ who followed the doctor's orders, gave her her medicine, and carefully watched her condition. Monitoring equipment was required at first and Ms. Hudson had to be turned often to keep from getting pneumonia. An (3)__________ brought the special equipment to her room and helped turn her.

Two people who continually assisted John Greer were the (4)__________, who has been trained to assist with nursing duties, and the (5)__________ __________ who fed Ms. Hudson, gave her baths and took care of any needs she had. The (6)__________ cleaned the floor and wiped down the furniture in Ms. Hudson's room every day. The (7)__________ __________ took care to see that clothing and linens were disinfected and changed every day.

It was important, too, that Ms. Hudson ate well to regain her strength. The (8)__________ planned what she should eat, the (9)__________, as well as the (10) __________ __________, prepared the food according to the orders given, and the (11)__________ disinfected the dishes and utensils after all the patients had eaten.

As Ms. Hudson's health improved, she saw the physical (12)__________ who had her do exercises to help her regain the use in her arm and hand. And as she continued to improve, she was able to do some of the arts and crafts and games that were conducted by the (13)__________ __________.

Finally Ms. Hudson was well enough to leave the nursing home. She made the final arrangements to pay the bill with the (14)__________ __________ and wheeled herself outside where she stopped to express her appreciation for the beautiful lawn, flowers and shrubs that the (15)__________ had worked to provide for the enjoyment of the patients.

Nursing homes play an important part in the Health Occupations cluster and provide many part-time jobs for young people or full-time jobs right after they are out of high school.

Which of the jobs named above could one go into immediately after high school graduation without any training or previous experience?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

LESSON 45 DOCTOR'S OFFICE WORKERS

LEAD-IN:

The doctor will see You now

Doctor's offices are very different. Some are located in old homes, others in skyscrapers. Some offices are small with only a few workers, while others have technologists, technicians, RN's, PN's, and specialists, as well as general practitioners. Most often we think of the doctor's office as having one doctor and his or her team of workers. Such workers might include at least one of each of the following:

Receptionist
Bookkeeper
Medical Secretary
Nurse
Doctor's Assistant
Technician
Technologist
Housekeeper
Doctor

FOCUS:

1. To assist students with categorizing jobs and duties of workers in the doctor's office.

2. To identify differences in the lifestyles of members of the team of workers in the doctor's office.

ACTIVITIES:

1. Ask to visit a doctor's office before it opens in the morning. (Often one day of the week the doctor schedules surgery and patients are not received until later.) Talk with the workers who are on duty. Ask about each person's schedule and what days he or she has off. Talk about the doctor's schedule and his or her lifestyle. How does each worker in the office contribute to the efficiency of the office? What are the goals of each of the doctor's office employees? How do they go about reaching these goals?

2. After visiting the doctor's office, viewing a film, or having a speaker come to class, use the WORKSHEET on page 321 for students to use to illustrate work patterns of 4 employees in the doctor's office, and to answer questions about their lifestyles. Students may have an unrealistic view of the doctor's position. Share schedules and try to clear up any false notions.

3. Form 4 groups of students. Assign two jobs to each group as follows:

Group I	**Group II**	**Group III**	**Group IV**
Doctor	Technician	Bookkeeper	Receptionist
Doctor's Assistant	Technologist	Medical Secretary	Nurse

   Students are to research the jobs and list very specifically the duties each is to perform while at work in the doctor's office. Report to the class.

4. Take each of the following situations and indicate the order in which each worker at the doctor's office would see the patient and the tasks each would perform:

   - Joyce fell out of a tree and is bleeding.
   - Mrs. Allen feels sick but does not know what is wrong.
   - Mr. and Mrs. Brown bring their baby for her 6-month check-up.
   - Bill Brown needs to have his yearly physical examination.

5. On the WORKSHEET on page 322, nine workers in the doctor's office are listed. Students are to list tasks each worker performs. Encourage students to use resources. Make a composite list. Add it to your classroom resource file.

6. Find out the difference between a technologist and a technician. Name tasks each performs, training required for each, types of technicians and types of technologists, job opportunities for each, specific organizations which might use each, etc. Take care from now on that each worker is identified correctly. Technologists do not like to be called technicians.

7. Invite one or more of these workers in the doctor's office to come to class to talk about their jobs:

   Doctor's Assistant
   Bookkeeper
   Medical Secretary
   Receptionist
   Medical Technician
   Housekeeper

   Often these jobs require no training, minimal training, or on-the-job training and are suitable for students immediately out of high school. Ask these workers such questions as:

   - Which of your high school courses helps you on your job most?
   - What training did you have for the job you now hold?
   - Did you take health occupation courses in high school? Which ones? Which ones do you wish you had taken?
   - What do you enjoy most about your doctor's office work?
   - What times are most difficult for you?
   - Where do you hope this job will lead you? What do you expect to be doing when you are 45 years old?

8. Role play several scenes at the doctor's office. Make name tags for each of the nine occupations listed in the "Lead-In." Show how all nine must work as a team. Suggested scenes might include:

   - Johnny Smith had a bad bicycle accident.
   - George Jones may be having a heart attack.
   - Betty Oaks may have taken a drug overdose.
   - Claude James brings his 6-year-old for a pre-school exam.

   Plan what each worker is to do and then describe each action as it takes place. If students are unfamiliar with the tasks they are to perform, read available sources.

9. Invite someone trained in first aid to come to class to instruct students in the time and ways minor first aid should be used. Supply students with first aid equipment for practice purposes. Stress that getting medical help is the most important measure one can take. Practice simulated calls to the doctor, and the ambulance service indicating an emergency situation.

10. Find out from class members, which ones go to a doctor who is located in an office area where a number of other doctors are located. Do they share receptionists, bookkeepers, nurses, technicians, etc. Compare the number of workers in an office where there is a single doctor and his or her staff. What would be the advantage of each type of office arrangement? What would be the disadvantages?

We may elevate ourselves but we should never reach so high that we would ever forget those who helped us get there.

-Will Rogers

323

DOCTOR'S OFFICE WORKERS

WORKSHEET 45-2

The doctor will see you now

Name ________________________________

Date________________________________

DIRECTIONS: Think about the doctor's office you know best. What time schedule might each person keep? Think about the lifestyles of each one and answer the questions below. Be ready to give reasons for your decisions.

	Receptionist	Registered Nurse	Doctor	Housekeeper
5:00 a.m.				
6:00 a.m.				
7:00 a.m.				
8:00 a.m.				
9:00 a.m.				
10:00 a.m.				
11:00 a.m.				
12:00 Noon				
1:00 P.M.				
2:00 P.M.				
3:00 P.M.				
4:00 P.M.				
5:00 P.M.				
6:00 P.M.				
7:00 P.M.				
8:00 P.M.				
9:00 P.M.				
10:00 P.M.				
11:00 P.M.				
12:00 Midnight				

Weekend Plans				
Days Off				
Monthly Salary				
Years Training				
Vacation To:				

DOCTOR'S OFFICE WORKERS

WORKSHEET 45-5

The doctor will see you now

Name ______________________________

Date ______________________________

DIRECTIONS: On this sheet, list tasks that each worker performs. Be specific.

RECEPTIONIST	**REGISTERED NURSE**	**DOCTOR**
DOCTOR'S ASSISTANT	**TECHNOLOGIST**	**TECHNICIAN**
MEDICAL SECRETARY	**BOOKKEEPER**	**HOUSEKEEPER**

HOME ECONOMICS OCCUPATIONS

One way to solve the traffic problem would be to keep all the cars that are not paid for off the streets. Children could use the streets for playgrounds then.

-Will Rogers

327

LESSON 46 OVERVIEW: HOME ECONOMICS OCCUPATIONS

LEAD-IN:

Home Economics Occupations center around jobs dealing with satisfying the basic needs of life. Four categories generally come to mind and will be covered specifically: (1) Child Care Occupations, (2) Hotel, Motel and Resort Occupations, (3) Food Service Occupations, (4) Clothing Occupations. (An additional area often considered is Interior Design.)

FOCUS:

1. To gain an overview of all the occupations involved in the Home Economics cluster and be able to determine which ones are available at the high school diploma level and which ones require additional training.
2. To deal generally with a large number of home economics career options and to study, in depth, those jobs for which teen-age workers usually have involvement.
3. To assist boys, as well as girls, to see that home economics occupations are occupations for both sexes.

ACTIVITIES:

1. Compile a list of all home economics courses and their descriptions which are offered at your school. Then compile a list of home economics related jobs and decide which high school home economics courses should be taken if a student is interested in working with:

   Children Foods Clothing Housing

   Obtain descriptions of home economics courses offered by the Area Vocational Center and at the community college. For the students in the class who are interested in this cluster area, assist them with deciding which courses will be most beneficial to their interest and needs.

2. On the WORKSHEET on page 327 a puzzle is provided which asks for students to circle the home economics related occupations. Job titles have been selected which fit into these areas:

   Child Care Food Services Clothing Services Hotels, Motels, and Resorts

   Go through the list of words which students are to find in the puzzle and decide in which of the four sections each job would be found. Look up descriptions for each occupation where students are unsure where it would fit.

3. Fill the blanks of the puzzle on the WORKSHEET on page 328 with words given dealing with various phases of home economics. Ask students to think of other home economics workers and list them on the board. It might be fun to give each student a piece of graph paper (4 squares to the inch) and ask students to develop their own "Hidden Word" or "Fill in the Blanks" puzzles. Stress correct spelling if students decide to become Puzzle Designers.

4. Ask someone from the Home Economics Department in the school to come to class to discuss "Home Economics is More Than Cooking and Sewing." How is home economics a science? What fields are open for professional home economics people?What about all the occupations in which high school students can become involved? What types of work are home economics cooperative education students involved with? What is the outlook for home economics occupations, both professional and vocational.

5. Visit the Home Economics Department at the Area Vocational Center, a community college,or a university.

Talk with instructors and students to become familiar with programs, intentions of students, and to be able to make personal judgements with regard to the desirability of a home economics occupation.

6. Locate pictures of:

   Food Services
   Child Care
   Education
   Interior Design
   Hotel and Lodging Scenes
   Clothing Production
   Clothing Merchandising
   Home Management
   Institutional Management
   Home Furnishing Construction
   Social Welfare

   Decide which of the following categories each picture fits into and then ask students to name home economics occupations which are directly related: Are they (1) Food, (2) Clothing, (3) Housing, or (4) Child Care? Can they see that many men are involved with home economics careers, except in the teaching area which is gaining more male workers? Make a bulletin board of pictures, categories, and job titles.

7. Locate addresses and write for materials on home economics related occupations to put in your career resource file.

8. Talk about men and women in home economics related fields. What sex do people usually think of when these terms are mentioned:

   Home Economics Teacher
   Sewing Machine Operator
   Child Care Attendant
   Room Attendant
   Housekeeper
   Motel Manager
   Teacher Aide
   Bartender
   Bell Hop
   Baker
   Chef
   Cook

   Are there reasons why **any** of these jobs should be one sex above the other? How do we go about getting sex equity in all occupations? What evidences are being shown that changes are taking place as far as sexes being equal in holding home economics positions?

9. Some Home Economics jobs are a combination of home economics and another vocational area. One such job would be a hospital dietician which is related both to health and home economics. What other jobs are basically home economics but also related to another cluster area?

10. Ask someone from the HERO Club (Home Economics Related Occupations) or FHA (Future Homemakers of America) in your school to come visit your class to discuss the various home economics occupations and the outlook for them in the next few years. Discuss what activities they have which promotes interest in that occupational area.

Pray don't burn my house to roast your eggs.
-Ben Franklin

OVERVIEW: HOME ECONOMICS OCCUPATIONS

WORKSHEET 46-2

Name ______________________________

Date______________________________

DIRECTIONS: Below are home economics occupations dealing with: Child Care, Hotels, Motels, and Resorts, Food Services, and Clothing Services. Find and circle the occupations hidden in the puzzle.

- Alterationist
- Babysitter
- Baker
- Bartender
- Bell Hop
- Bookkeeper
- Bus Person
- Cashier
- Chef
- Child Care Aide
- Child Care Director
- Clerk
- Cook
- Counter Worker
- Designer
- Desk Clerk
- Dishwasher
- Dressmaker
- Dry Cleaner
- Entertainer
- Foster Parent
- Homemaker
- Homemaker Aide
- Hotel Manager
- Housekeeper
- Inspector
- Librarian
- Library Aide
- Machine Operator
- Maid
- Meat Cutter
- Nursery School Aide
- Nursery School Director
- Pattern Maker
- Recreation Aide
- Repairer
- Sales Analyst
- Salesperson
- Security Officer
- Tailor
- Teacher
- Teacher Aide
- Valet
- Waiter
- Waitress

A	S	A	L	T	E	R	A	T	I	O	N	I	S	T	H	J	I	C	H	E	F	P	I	J
M	A	I	D	B	I	N	S	P	E	C	T	O	R	E	B	K	D	H	F	M	G	A	H	K
A	L	C	W	N	U	R	S	E	R	Y	S	C	H	O	O	L	D	I	R	E	C	T	O	R
C	E	C	O	U	N	T	E	R	W	O	R	K	E	R	O	C	B	L	R	A	B	T	L	L
H	S	X	O	R	D	I	S	H	W	A	S	H	E	R	K	N	U	D	W	T	A	E	I	H
I	P	F	O	S	T	E	R	P	A	R	E	N	T	F	K	G	S	C	A	C	R	R	B	O
N	E	R	A	E	T	E	A	C	H	E	R	A	I	D	E	M	P	A	I	U	T	N	R	T
E	R	E	B	R	T	E	W	H	O	U	S	E	K	E	E	P	E	R	T	T	E	M	A	E
O	S	C	A	Y	A	L	A	C	A	S	H	I	E	R	P	V	R	E	R	T	N	A	R	L
P	O	R	B	S	I	M	I	N	O	C	O	O	K	U	E	A	S	A	E	E	D	K	I	M
E	N	E	Y	C	L	O	T	P	Q	U	M	R	S	T	R	L	O	I	S	R	E	E	A	A
R	D	A	S	H	O	M	E	M	A	K	E	R	A	I	D	E	N	D	S	K	R	R	N	N
A	B	T	I	O	R	P	R	V	Q	U	M	R	I	N	A	T	T	E	A	C	H	E	R	A
T	A	I	T	O	C	L	E	R	K	S	A	L	E	S	A	N	A	L	Y	S	T	O	A	G
O	B	O	T	L	S	T	D	D	E	S	K	C	L	E	R	K	B	E	L	L	H	O	P	E
R	O	N	E	A	B	A	K	E	R	S	E	C	U	R	I	T	Y	O	F	F	I	C	E	R
O	E	A	R	I	N	K	Y	L	I	B	R	A	R	Y	A	I	D	E	P	L	O	R	E	S
C	H	I	L	D	C	A	R	E	D	I	R	E	C	T	O	R	E	P	A	I	R	E	R	O
E	I	D	D	E	S	I	G	N	E	R	D	R	Y	C	L	E	A	N	E	R	I	V	E	R
N	E	E	N	T	E	R	T	A	I	N	E	R	D	R	E	S	S	M	A	K	E	R	O	T

OVERVIEW: HOME ECONOMICS OCCUPATIONS

WORKSHEET 46-3

Name ____

Date____

DIRECTIONS: Below are listed a number of home economics occupations. Fill in the blanks with these occupations.

4 Letters
Maid
Cook
Chef

5 Letters
Valet
Clerk

6 Letters
Waiter

7 Letters
Bell Hop
Cashier
Tailors

8 Letters
Designer

9 Letters
Librarian
Bartender
Desk Clerk

10 Letters
Dishwasher
Bookkeeper
Meat Cutter
Dressmaker
Dry Cleaner

11 Letters
Teacher Aide
Library Aide
Housekeeper
Entertainer
Salesperson

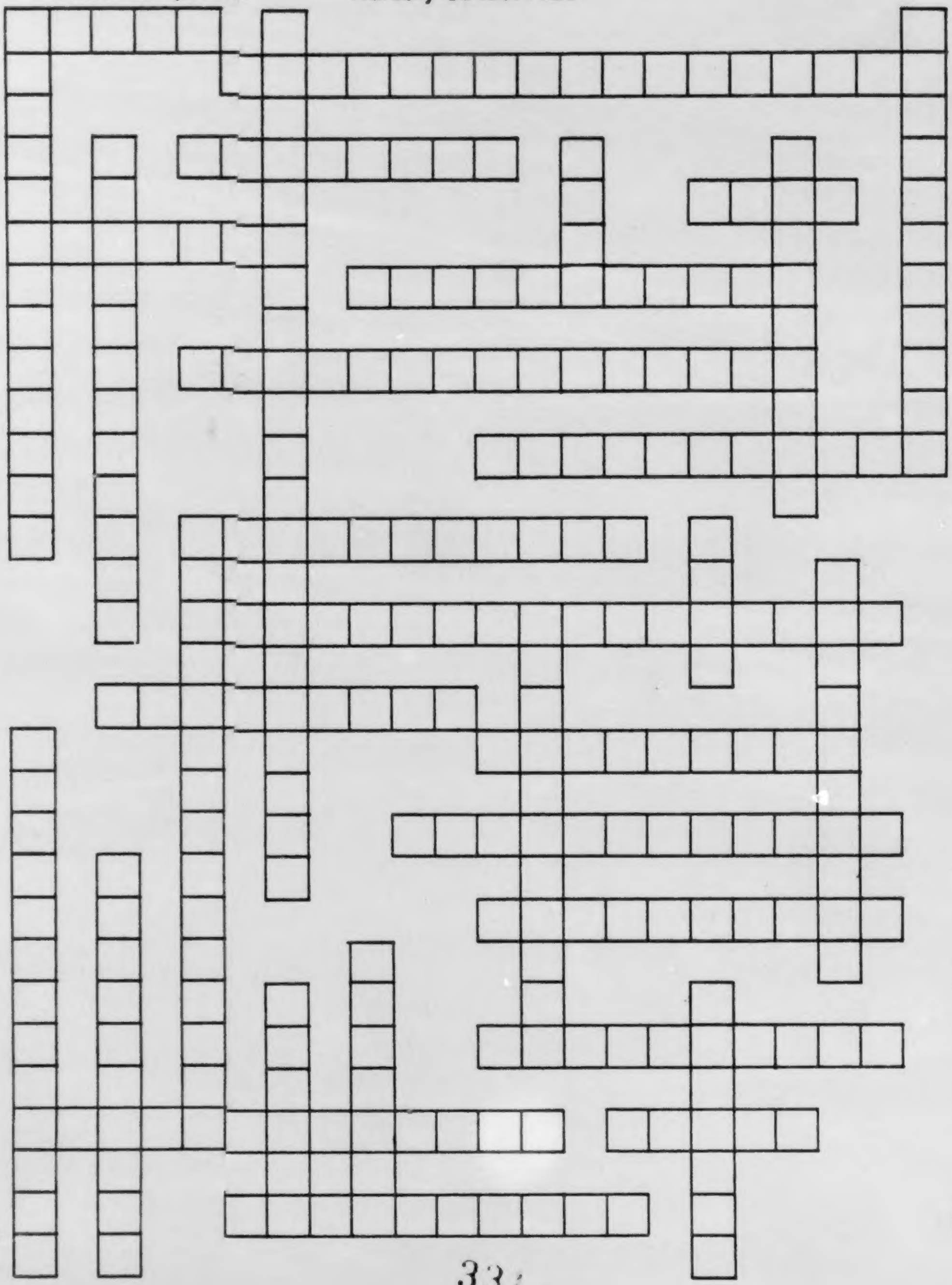
12 Letters
Foster Parent
Pattern Maker

13 Letters
Child Care Aide
Homemaker Aide
Alterationist

15 Letters
Security Officer
Machine Operator

17 Letters
Child Care Director
Nursery School Aide

21 Letters
Nursery School Director



331

LESSON 47 CHILD CARE OCCUPATIONS

LEAD-IN:

As more and more women are entering the job market, the need grows for wholesome places for children to spend the day. Some children are taken to group centers; others stay at home and an attendant comes to the home. Centers away from home include:

- Nursery Schools
- Playground Centers
- Recreation Centers
- Day Care Centers

Jobs involved with Child Care are:

- Child Care Director
- Child Care Aide
- Nursery School Director
- Nursery School Aide
- Recreation Director
- Recreation Aide
- Foster Parent
- Teacher
- Babysitter
- Teacher Aide
- Librarian
- Library Aide
- Homemaker
- Homemaker Aide

Since the setting and the personnel provide the total environment for the child during his or her stay, it is imperative that this experience be wholesome and of benefit to the child.

FOCUS:

1. To help students become aware of the job possibilities in child care occupations.
2. To come to see responsibilities and desirable qualities needed by students who plan to pursue a child care occupation.

ACTIVITIES:

1. Visit a Day Care Center or Nursery School. Notice each of the workers and pay close attention to the age groups into which the children are divided. What is the atmosphere of the center or school? What characteristics do workers show? Can **anyone** be an effective child care worker? Why?
2. Invite the Director of the Recreation Department to come to class to discuss the scope of the recreation director. How does one go about coordinating all the activities of the district? What qualities does one look for when hiring recreational aides? Describe the tasks of one employed as an aide. Are teenagers ever hired as aides?
3. Ask a teacher from your school who uses teacher aides to come and outline tasks and types of persons needed for teacher aides. What opportunities for aides are available in the school? Where do teenage aides fit best into the school situation? Are both boy and girl teacher aides needed?
4. Prepare posters which describe effective techniques for getting along with small children. Use pictures, either drawn or pictures from magazines, to illustrate your posters. Hang in the classroom.
5. Plan a party for pre-school children. Each student is to invite one child to be his or her guest. Plan one or two activities for the children. Serve refreshments. How would you like a job in one of the child care occupations? How is taking care of another's child different from taking care of your own later on? If you do not enjoy taking care of children now, does that mean you will not enjoy being a parent later on? Why? What are the main duties of a child attendant?
6. Compile a list of all the places in the area where teenagers look for jobs as child care aides. Include on the list: Nursery Schools, Church Schools, Day Care Centers, Libraries, City Recreation Departments, Help Wanted Ads, Public Schools, etc.

7. Discuss babysitting as a job. Compile a list of the tasks involved and suggest reminders for being an effective sitter. Determine ways to seek employment, such as Help Wanted Ads, asking friends, putting up notices in laundry facilities, through the local employment agency, etc. Dicuss the value of providing references to prospective employers and how to go about getting a reference from a former employer.

8. On the WORKSHEET on page 331, six short case studies involving problems with children have been given. Each student is to read the material and decide how to handle each situation. Use the case studies as a basis for discussion. What other information do you wish you had about each case?

9. Assign your students to all be child care aides. Use the WORKSHEET on page 332 for students to use to plan various types of activities. Discuss the activities after completing the worksheet.

10. Students are to list various places to take pre-school children on field trips. How would they organize each trip? What would they want the children to learn at each site? What safety measures would they take to prevent accidents on the field trip? Are these some of the safety precautions one takes when small children are around? Which ones are different?

You must look into people as well as at them.
-Chesterfield

CHILD CARE OCCUPATIONS

WORKSHEET 47-8

Name

Date

DIRECTIONS: Read each of the following case studies. What would you do in each case? Write your answer after each situation. After everyone is finished, discuss your responses.

1. You are an aide at the Day Care Center and have been assigned to be in charge of five children in the 3- and 4-year-old group to go on a walk to the park. Donna, who is blind, is in your group. She enjoys going with the group and her parents want her to be included in activities with the rest of the children. How will you keep control of all five children?

2. Kirk is a whiner. No matter what the group is doing, Kirk wants to sit beside you, hold your hand, or be held every minute. How do you go about helping Kirk become more independent?

3. Debbie, who is 7, uses her fists to get her way. She even gave you a push the other day when you were getting a drink. She grabs toys, pulls hair and often bites other younger children when she is not allowed to have her way. What plan of action should you use with Debbie?

4. Bobby Smith was sent to the City Recreation Program because his mother could get free baby sitting service, and besides it would be good for him. But Bobby, who is 8, is not an active child and thinks all the activities and games are boring. He would rather be talking with adults, reading, or building complicated models. What can you plan for Bobby which will help him enjoy himself more?

5. You babysat for Mrs. Paulley last week. While you were watching T.V., Eddie broke the very expensive vase on the table. You clean up the mess and explain what happened to Mrs. Paulley. She is furious with Eddie. But the next day Eddie tells his mother that when you were chasing him to force him to go to bed, you broke the vase. Mrs. Paulley is demanding that you pay her $50.00 for the vase or she will bring charges against you. What should you do?

6. You are the teacher aide in Mrs. Pope's first grade class. Angie has allergies of all kinds. Her father wants her to stay inside all the time to keep her free of dust. She can only eat certain foods. She is not to become upset. They want you to take her temperature at 9:00, 11:30, and 2:30 each day. Twenty-five other children need attention too. What should you do?

CHILD CARE OCCUPATIONS

WORKSHEET 47-9

Name ______________________________

Date ______________________________

DIRECTIONS: You have a job as a child care aide. Decide what kind of facility you would prefer. (Day Care Center, Nursery School, Recreation Center, Classroom, or Library.) Also decide the age group of the children. Write that information on the lines. Think of activities that are suitable for children of that age.

______________________________	______________________________
Facility	Age of children

1. Describe an activity where you would teach them something.

2. What is a game they would enjoy playing?

3. Select a nature activity.

4. What would be a suitable art project?

5. What would they like to do which would be musical?

6. Make something fun to eat.

7. How would you get them to rest and be very quiet?

Now, answer these questions:

8. What would you enjoy about a child care occupation?

9. What would you dislike about working with small children?

10. Between ages 3 months and 10 years, what age-group do you enjoy most?

______________________________ Least? ______________________________

11. Rate a child care job.

(Very Low) ________ 1 2 3 4 5 6 7 8 9 10 ________ (Extremely Hig

(So So)

LESSON 48 HOTEL, MOTEL, AND RESORT OCCUPATIONS

LEAD-IN:

Services provided travelers vary from the mere basics to large luxurious facilities with elaborate and expensive comfort items. A few basic job titles have been listed which are occupations found in nearly every lodging facility.

Entertainer
Security Officer
Assistant Manager
Telephone Operator
Maintenance Worker
Dining Room Hostess
Housekeeper
Secretary
Bartender
Dishwasher
Desk Clerk
Bookkeeper
Cashier
Waitress
Maid
Cook
Chef
Valet
Waiter
Manager
Gardener

FOCUS:

1. To acquaint students with various jobs found in hotel, motel, and resort facilities.

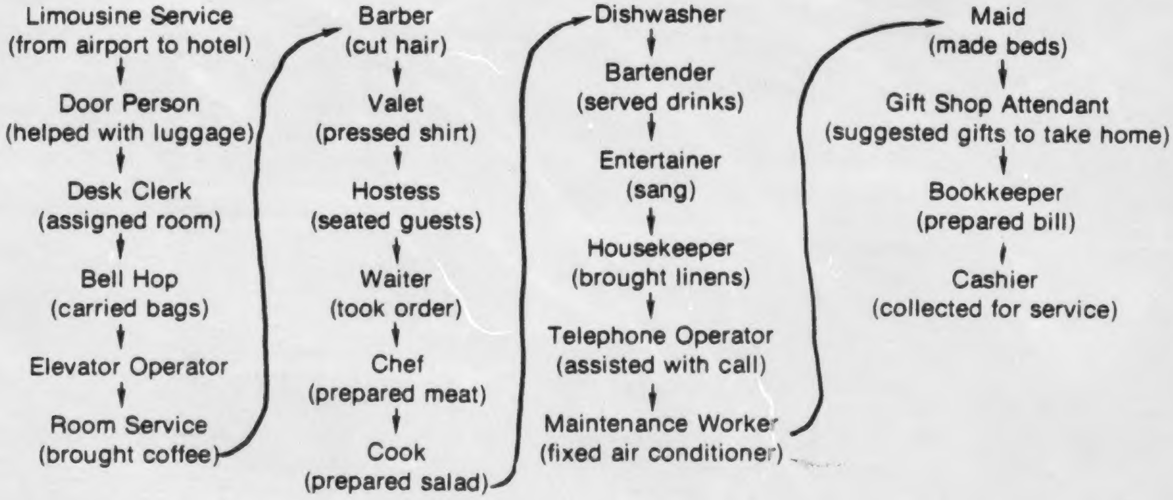
2. To become aware of the large number of hotel, motel, and resort jobs which are available to teenagers or persons with a high school diploma or less.

ACTIVITIES:

1. Plan a field trip to a large hotel or motel. Interview the manager, bell-hop, clerk, maid, and chef. Does the manager do the hiring? What are the qualities looked for when hiring? Are there usually jobs available?

2. Ask students to select from the list of jobs above, those jobs which require no training or on-the-job training. Lodging occupations have nearly a total force of "no training needed" jobs. The exceptions might be: manager and assistant manager. How important is previous experience, such as for chefs and bartenders? What are the chances of hiring teenagers? Is the business unionized? What are union restrictions as to age?

3. Mr. Allen must go on a business trip to downtown Detroit. He will go by plane and will stay in the Hilton Hotel for one night. Tell the story of his stay by drawing a diagram to show when and how he used the hotel services. This is a large hotel so there will be many personal service occupations available such as the limousine service, barber and beauty operators, elevator operator, doorperson, gift shop attendant, etc. The diagram you assist the students in designing might look something like this:


Limousine Service (from airport to hotel)
Door Person (helped with luggage)
Desk Clerk (assigned room)
Bell Hop (carried bags)
Elevator Operator
Room Service (brought coffee)
Barber (cut hair)
Valet (pressed shirt)
Hostess (seated guests)
Waiter (took order)
Chef (prepared meat)
Cook (prepared salad)
Dishwasher
Bartender (served drinks)
Entertainer (sang)
Housekeeper (brought linens)
Telephone Operator (assisted with call)
Maintenance Worker (fixed air conditioner)
Maid (made beds)
Gift Shop Attendant (suggested gifts to take home)
Bookkeeper (prepared bill)
Cashier (collected for service)

Which occupations did he never see? Why? What other occupations might there have been?

4. Visit a small independent motel in your area. Compare it with the large hotel operation. What are the similarities? The differences? Which of the occupations above do they have? Does one person provide more than one service? How do the prices compare?

5. Write to large resorts for tourist information. Check their brochures for specialized occupations (those in addition to the regular ones listed above, such as those with: health spas, gambling, surfing, boating, fishing, canoeing, horseback riding, golfing, bicycling, skiing, mountain climbing, etc.) Which of these are seasonal? What are the advantages of seasonal work? What type of people are usually hired in seasonal work?

6. On the WORKSHEET on page 335, a number of lodging occupations have been listed. Students are to ask a number of questions about each job. After the worksheets are completed, discuss any problem areas students may have.

7. After discussing how employees vary from one lodging operation to the next depending upon the services provided, and the location and the type of service wanted by patrons, do the WORKSHEET on page 336. Twenty-five occupations are given. Six descriptions of lodging facilities are given. Students are to determine if the occupation will be needed at the facility. Assist students to draw conclusions.

8. Invite a maid, a desk clerk, a bell hop, and a waitress to come to class to explain each of their jobs and the practical aspects about each one. What problems do customers make for you? Who are the people that are hardest to please? What do you do when you get angry with a customer? How long did it take you to learn your job? Would you recommend your job to someone? If you could have any job you wanted in the hotel, motel, or resort, which would it be? Why?

9. Ask each student to write a job description for the manager of a motel, a hotel, or a resort. Then write a job description for one employee who works for that manager. Do the two ever work together in the same place and at the same time? If the manager does not give the employee directives, who does? How does the manager make sure everyone is doing his or her job?

10. Suppose you work at a large hotel in Chicago. One of the candidates for president of the United States will be staying at your hotel during the Democratic Convention. What special arrangements must be made for such a dignitary? Name all the special services that will be required. How many extra employees will you need to hire? How will you work with the secret service, the news media, the public who want to catch a glimpse of the candidate, and the victory party if the candidate is nominated?

Only Robinson Crusoe leaves all the details left to be done for Friday.

HOTEL, MOTEL AND RESORT OCCUPATIONS

WORKSHEET 48-6

Name ____________________________

Date ____________________________

DIRECTIONS: Answer the questions in the boxes about each of the hotel, motel, and resort occupations listed on the left. Write "Yes" or "No" for each item.

Job Title — Would this Worker:	Usually get paid more than the minimum wage?	Need to get along well with people?	Have to have special skills?	Need to have good reading and writing skills?	Need experience somewhere else before taking this job?	Will be able to advance to higher positions?	Would you enjoy this job?
1. Maid							
2. Chef							
3. Cook							
4. Dishwasher							
5. Waiter-Waitress							
6. Dining Room Host-Hostess							
7. Bartender							
8. Security Officer							
9. Secretary							
10. Housekeeper							
11. Desk Clerk							
12. Entertainer							
13. Cashier							
14. Bell Hop							
15. Manager							
16. Assistant Manager							
17. Valet							
18. Bookkeeper							
19. Telephone Operator							
20. Maintenance Supervisor							
21. Gardener							
22. Barber							
23. Limousine Driver							
24. Gift Shop Attendant							
25. Elevator Operator							

HOTEL, MOTEL, AND RESORT OCCUPATIONS

WORKSHEET 48-7

Name ____________________

Date ____________________

DIRECTIONS: Discuss the difference between hotels, motels, and resorts. Would you likely find the jobs listed on the left in the places listed along the top. Make a check (✓) if you would probably find a person there who had been hired specifically for that job.

Job Title and Description of Job	Economy Motel - Anywhere (50 Rooms)	Ski Resort - Vale, Colorado (100 Rooms)	Hotel - Chicago (500 Rooms)	Resort - Lake of the Ozarks (500 Rooms)	Roadside Motel - Anywhere (10 Rooms)	Resort - Palm Springs (1500 Rooms)
1. Maid						
2. Chef						
3. Bartender						
4. Dishwasher						
5. Waiter-Waitress						
6. Desk Clerk						
7. Entertainer						
8. Bell Hop						
9. Manager						
10. Assistant Manager						
11. Barber						
12. Elevator Operator						
13. Golf Course Attendant						
14. Ski Instructor						
15. Stable Attendant						
16. Fishing Guide						
17. Limousine Driver						
18. Valet						
19. Grounds Keeper						
20. Life Guard						
21. Secretary						
22. Bookkeeper						
23. Gift Shop Attendant						
24. Electrician						

339

LESSON 49 FOOD SERVICE OCCUPATIONS

LEAD-IN:

Food services come in many forms and kinds, and their popularity is increasing year after year. Some small towns consist of more eating places than any other type of business. Such food services may be found in these **types,** and include these **workers:**

Types

- Fast Food Service
- Restaurant
- Catering Service
- Cocktail Lounge
- Specialty Shop
- Smorgasbord
- Canteen
- Coffee Shop
- Fountain
- Banquet Room

Workers

- Hosts/Hostesses
- Counter Workers
- Dishwashers
- Bus Persons
- Chefs
- Cooks
- Bakers
- Meat Cutters
- Waiters/Waitresses
- Managers
- Assistant Managers
- Bartenders

FOCUS:

1. To be able to distinguish one job from another in various types of food service establishments and to be able to describe some of the duties of each worker.

2. To observe a number of workers in different types of food services and be able to describe some of the tasks of each worker.

ACTIVITIES:

1. Go through the Yellow Pages and list: 2 cafeterias, 10 fast food services, 5 restaurants, 1 catering service, 3 cocktail lounges, 5 specialty shops, 1 banquet service, 1 smorgasbord, 1 canteen, 2 coffee shops, and 2 fountains. Define each type of service. How do cafeterias and fast food services differ? What is the difference between bars and night clubs? What services does a catering service provide? Why are fast food services so popular?

2. Divide the class into groups of 3-5 students. Ask each group to discuss food services as they were in the 50's, how they would describe them today, and their projection as to what they will be like twenty years from now. What have been, are, or will be the types of food services (eating places), methods of service, and kinds of food. Ask them to speculate why eating away from home has been increasing. Will this habit increase or decrease? Why?

3. Role play a customer and a waiter/waitress in each of the types of food services listed in the "Lead-In." What different skills are needed in each? How does a waiter in a coffee shop differ from a banquet waiter? After showing the various situations, pose these situations for each food service and again role play the situation:

   - Customer dissatisfied with food or service
   - Customer needing an explanation of items on the menu
   - Method for taking orders
   - Method for seating customers

4. Interview the members of the class who work in food services. Ask each one the following questions:
    - Exactly what do you do?
    - What workers work with you? How do they help you? How do you help them?
    - What is the hardest thing you have to do? What is the most fun?
    - Are there times you wish you had more skills? When? In what areas?
    - Would you like to work in a food service occupation the rest of your life? Why?

5. On the WORKSHEET on page 339, a number of food service jobs are listed. Describe the duties of each worker. Then ask them to complete the worksheet by listing the jobs that would **not** be found in that food service. You may want them to name a specific food service in your area to form a common base upon which all the students in the class will make their judgements.

6. Plan a field trip which will include these three types of food services: fast food, restaurant, and a specialty shop. (A specialty food service is a shop which sells prepared food but limits their service to one or a few kinds of food. For example: an ice cream shop, a hot dog stand, a bakery, etc.) Before you go on the field trip, hand to students copies of the WORKSHEET on page 340 which asks them to list three workers they see at each food service as well as tasks that person performs and the other workers which this person depends on. Compare responses after the field trip.

7. Visit the school cafeteria. Give each worker a job title and list all the tasks you see that person do. Notice how workers are dependent upon each other. What communication skills are needed? How do workers, during slack times, get ready for the busy times?

8. Ask the manager of a large popular food service in your area to come to class to discuss the future in the food service business. What are qualities needed by successful people in the business? How does one move up the success ladder? What are the duties involved in your job? How did you get where you are? What education and training have you had? What do you see in the future for food service businesses? Are there any jobs in your business which require special training? What is the best way to go about getting experience in food service management?

9. Prepare some item of food for the whole class such as tacos which requires a number of different processes. Divide up the jobs so that each person has about an equal amount of work to do. Students are to get done and clean up as quickly as possible. Talk about methods used by students which would be effective work habits and those that were used by some students which would not be suitable work habits for food service workers. Allow the students who are employed in restaurants and other food services to talk about their work requirements and give "helpful hints" for succeeding in food service occupations.

10. Arrange with a local restaurant for your students to have dinner and tour the facility some evening after a money-making project has earned enough money to do so. Select a place that has a nice atmosphere. Before going, discuss table manners, proper dress, and suitable conduct. During the tour, talk with the chef, the manager and the head waiter or hostess about their positions. Discover why people pay four times the amount of money for food they could have at an eating place which has no atmosphere. How do students feel about paying for "atmosphere?"

Never argue at the dinner table, for the one who is not hungry always gets the best of the argument.
—Whately

FOOD SERVICE OCCUPATIONS

WORKSHEET 49-5

Name ______________________________

Date______________________________

DIRECTIONS: Listed below are types of food services as well as food service workers. For each food service listed, name the workers from the list that probably would **not** be working there. Be ready to give reasons for your answers.

Job Titles

Host/Hostess
Counter Worker
Waiter/Waitress
Dishwasher

Bus Person
Chef
Cook
Baker

Bartender
Meat Cutter
Manager
Assistant Manager

1. Cafeteria______________________________

2. Fast Food Service ______________________________

3. Restaurant ______________________________

4. Catering Service ______________________________

5. Cocktail Lounge ______________________________

6. Specialty Shop (use the bakery) ______________________________

7. Banquet Service ______________________________

8. Canteen ______________________________

9. Coffee Shop ______________________________

10. Fountain ______________________________

FOOD SERVICE OCCUPATIONS

WORKSHEET 49-6

Name ________________________________

Date ________________________________

DIRECTIONS: Use this form when you go visit fast food service occupations. Answer the questions about workers, tasks, and other workers upon whom they depend.

Name of Fast Food Service ________________________________

Worker you saw	Tasks you saw that worker perform	What other workers did this person depend upon?
1.		
2.		
3.		

Name of Restaurant ________________________________

Worker you saw	Tasks you saw that worker perform	What other workers did this person depend upon?
1.		
2.		
3.		

Name of Specialty Shop ________________________________

Worker you saw	Tasks you saw that worker perform	What other workers did this person depend upon?
1.		
2.		
3.		

LESSON 50 CLOTHING OCCUPATIONS

LEAD-IN:

KEEP AN OPEN MIND!

Jobs in the wearing apparel industry require a variety of skills and interests, but most of them can be learned on-the-job in a few weeks.

Production	**Maintenance**	**Merchandising**
Designer	Alterationist	Buyer
Pattern Maker	Tailor	Stock Person
Spreader	Dressmaker	Sales Analyst
Marker	Dry Cleaner	Salesperson
Cutter	Finisher	Store Manager
Sewing Machine Operator	Repairer	
Presser	Inspector	
Hand Sewer		
Inspector		

New York and Pennsylvania have about 30% of the work force in the apparel industry in the United States, but small specialized operations are found in many areas. Shipping to all parts of the country, then, becomes a major effort. Numerous people are hired to package and ship.

Many business-type jobs are involved with clothing production, maintenance and merchandising and many are available for the high school graduate. Experience, more than training, will assist one to reach advanced positions.

FOCUS:

1. To have the ability to name jobs and tasks which are available in clothing production, maintenance, and merchandising.

2. To be able to itemize tasks of workers involved in various clothing occupations and to observe various clothing workers on the job.

ACTIVITIES:

1. Organize a field trip to a garment factory or to the alterations section of a large department store. Observe personnel at work. Discuss experience and training required for the job. How does one get started in clothing production or clothing maintenance? Does one need experience to work in a garment factory? In an alterations shop? What are the beginning jobs for a worker new to the clothing industry?

2. Tour a dry cleaning company to observe the processes and jobs involved. Discover which jobs require experience and training and which ones can be learned through on-the-job training.

3. Name the various sections of the department store which are involved with clothing merchandising. Salespersons will usually be needed in each of these fields:

   Men's and Boy's Clothing
   Women's and Girl's Apparel
   Infant's and Children's Wear
   Men's Furnishings
   Fashion Accessories
   Footwear
   Uniforms
   Leather Goods
   Furs
   Millinery

   Could a salesperson move from one department to another and still be a helpful, informed clerk? Do apparel salespersons move between departments?

4. Look at the jobs listed under "Lead-In." List those which require no experience and no training other than

on-the-job training. Your list might look something like this; however, much will depend upon the product being made:

Production		**Maintenance**	**Merchandising**
Spreader	Sewing Machine Operator	Finisher	Stockperson
Marker	Hand Sewer	Repairer	Salesperson
Cutter	Inspector	Inspector	
Presser			

5. Discuss jobs where workers are paid according to the number of pieces they do rather than an hourly rate. A job which requires sewing is one of the few remaining jobs where employees are paid wages based upon piece-rate. Other jobs paid in this manner are crop harvesters such as apple pickers, strawberry pickers, etc., broom making, some assemblers and shoe factory workers. Name others. What influence does such a pay arrangement have upon the workers? What often happens to quality? Why are more workers paid by the hour than by piece-rate?

6. Arrange for students to spend 45 minutes with a person who is in clothing, either dry cleaning, or production or sales. This should be on a one-on-one basis. A hands-on experience for students would be the best type of learning experience, but this is not always possible. Students are to keep a minute-by-minute log of activities the worker performed or a log of their own activities. This log will serve as a reminder when students share their experiences with the rest of the class. Ask each student to complete these statements about his or her job experience:

   "I was happy that I got to————while I was at the job site."
   "I wish I would have been able to————while I was at the job site."

7. Clothing jobs and corresponding tasks have been provided on the WORKSHEET on page 343. Students are to matched workers with the tasks they perform. Refer them to the **Occupational Outlook Handbook** if students have trouble.

8. Students are to select the right job title for each of the job descriptions given on the WORKSHEET on page 344. What other clothing jobs should have been included? What other jobs that are often considered business jobs are related to merchandising? How does Lesson 38 on Department Store Occupations fit together with this lesson?

9. In the United States of America in 1900 --

   - The average worker (in business and industry) made about $10.00 a week for a 60 hour week. Some workers put in as many as 84 hours a week.
   - More than two million children, some only twelve years of age or younger, worked long hours, frequently at night, for which they were paid no more than 60c per day.
   - For working 12 hours per day -- 7 days per week -- **garment workers** were paid three or four dollars per week, out of which they had to pay fines to their employers for talking, smiling, or breaking needles.
   - The places where garment workers were employed were dim, damp, disease breeding places of labor called sweat shops. There were no regular hours, minimum wages, paid holidays or vacations.

   How have times changed? What effect have unions had? Would you like to live in those days?

10. Find out the name of a Senior Citizen in the area who sews and makes clothing alterations, and invite that person to speak to the class. How much time each week is spent working? Does this person charge by the piece or by the hour? Where did this person learn how to make alterations? For what type of clientele does he or she work?

Money doesn't talk --
It just goes without saying!
-Fat Albert

CLOTHING OCCUPATIONS

WORKSHEET 50-7

Name ____

Date____

KEEP AN OPEN MIND!

DIRECTIONS: On the left are titles of clothing occupations and on the right are tasks. Match the task with the occupation and write the letter on the line.

Clothing Production

——1. Designer
——2. Pattern Maker
——3. Spreader
——4. Marker
——5. Cutter
——6. Assembler
——7. Sewing Machine Operator
——8. Presser
——9. Hand Sewer
——10. Inspector

a. Uses an electric knife to cut pattern pieces from layers of material.
b. Looks for new styles, draws sketches, makes samples.
c. Lays out bolts of cloth into exact lengths.
d. Uses needle and thread to do tasks which machines cannot do.
e. Examines garments for defects.
f. Uses machines to flatten seams and to shape parts.
g. Traces pattern pieces onto a large piece of paper.
h. Turns sample into paper pattern pieces.
i. Runs heavy-powered machine to sew seams.
j. Puts in a bundle all pieces and accessories necessary for one garment.

Clothing Maintenance

——11. Alterationist
——12. Tailor/Dressmaker
——13. Dry Cleaner
——14. Finisher
——15. Repairer
——16. Inspector

a. Checks cleaned items to see that plant standards have been met.
b. Presses and shapes cleaned clothes.
c. Skilled worker who does difficult hand and machine sewing on outer garments.
d. Makes changes on a garment so it will fit a particular person.
e. Sews on buttons, mends tears, and resews seams.
f. Sorts clothes according to color and fiber and puts them into washing machines which use chemicals.

Clothing Merchandising

——17. Buyer
——18. Stock Person
——19. Sales Analyst
——20. Salesperson
——21. Manager

a. Studies successes and failures of department and makes suggestions for better efficiency.
b. Adds up cost of items, collects money, or writes charge slip, and packages purchase.
c. Oversees all the activities of the department or store.
d. Receives and unpacks incoming merchandise and material.
e. Determines which specific products will be for sale in a store.

CLOTHING OCCUPATIONS

WORKSHEET 50-8

KEEP AN OPEN MIND!

Name ______________________________

Date ______________________________

DIRECTIONS: Below are listed job titles. Also listed are job descriptions. Match the two by writing the job title on the line.

Clothing Production

Designer
Cutter
Presser
Pattern Maker
Hand Sewer
Inspector
Spreader
Marker
Assemblers
Sewing Machine Operator

______________________________ 1. Looks for new styles, draws sketches, makes samples.

______________________________ 2. Turns sample into paper pattern pieces.

______________________________ 3. Lays out bolts of cloth into exact lengths.

______________________________ 4. Traces pattern pieces onto a large piece of paper.

______________________________ 5. Uses an electric knife to cut pattern pieces from layers.

______________________________ 6. Puts in a bundle all pieces and accessories needed for one garment.

______________________________ 7. Runs heavy powered machine to sew seams.

______________________________ 8. Uses machines to flatten seams and to shape parts.

______________________________ 9. Uses needle and thread to do tasks which are too difficult to do on the machine.

______________________________ 10. Examines garments for defects.

Clothing Maintenance

Repairer
Inspector
Alterationist
Dry Cleaner
Tailor/Dressmaker
Finisher

______________________________ 11. Makes changes on a garment so it will fit a particular person.

______________________________ 12. Skilled worker who does difficult hand and machine sewing on outer garments.

______________________________ 13. Sorts clothes according to color and fiber and puts them into machines containing chemical solutions.

______________________________ 14. Presses and shapes cleaned clothes.

______________________________ 15. Sews on buttons, mends tears, and resews seams.

______________________________ 16. Checks cleaned items to see that plant standards have been met.

Clothing Merchandising

Salesperson
Buyer
Sales Analyst
Stock Person
Store Manager

______________________________ 17. Determines which specific products will be for sale in his or her store.

______________________________ 18. Receives and unpacks incoming merchandise and material.

______________________________ 19. Studies successes and failures of department and makes suggestions for better efficiency.

______________________________ 20. Adds up cost of items, collects money or writes charge slip and packages purchases.

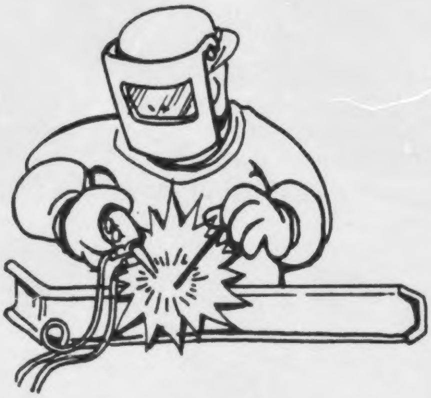
______________________________ 21. Oversees all the activities of the department or store.

INDUSTRIAL ORIENTED OCCUPATIONS

A scientist is a man that can find out anything and nobody in the world has any way proving whether he found it out or not, and the more things he can think of that nobody can find out about, the bigger scientist he is.
-Will Rogers

LESSON 51 OVERVIEW: INDUSTRIAL ORIENTED OCCUPATIONS

LEAD-IN:



Industrial oriented occupations cover a wide range of skills. Employment is found in manufacturing areas involved with:

Production
Processing
Servicing
Repairing
Assembling
Testing

Some of the areas where industrial jobs are found are:

Auto Mechanics
Aviation
Aerospace
Television
Electricity
Printing
Metal Work
Photography
Plastics
Woodworking
Building Trades
Business Machines

FOCUS:

1. To become aware of the scope of the Industrial Oriented Cluster and be able to identify a number of jobs by name.
2. To become familiar with skills and qualifications of various industrial jobs and to be able to identify education and training requirements.

ACTIVITIES:

1. A very difficult puzzle of words related to industrial careers provides a challenge. Use the WORKSHEET on page 351. Two or more students may work together. Provide help when needed to locate these jobs:

GARAGE AND SERVICE STATION:
Diagnostic Analyzer
Automotive Mechanic
Tune-up Mechanic
Motor Rebuilder
Diesel Mechanic
Body Repair
Brake Mechanic

BUILDING MAINTENANCE:
Janitor
Carpet Cleaner
Window Cleaner
Custodian
Housekeeper
Building Manager

BARBER/COSMETOLOGY:
Shampooer
Beautician
Barber
Hair Stylist
Make-up Supervisor
Wig Dresser

DRIVING OCCUPATIONS:
Bulldozer Operator
Crane Operator
Trencher
Taxi Driver
Bus Driver
Delivery Person
Pilot
Locomotive Engineer
Captain
Route Driver
Parking Attendant
Chauffeur
Ambulance Driver
Trucker
Wrecker Operator

BUILDING TRADES:
Carpenter
Bricklayer
Laborer
Plumber
Electrician
Welder
Roofer
Painter
Plasterer
Paper Hanger
Cabinet Maker
Surveyor

FOUNDRY WORKERS:
Furnace Operator
Sand Mixer
Molder
Pourer
Annealer
Molder's Helper
Coremaker

(Continued on Page 348)

LAW ENFORCEMENT:

Police Officer
Detective
FBI Agent
Sheriff
Jailer
Bailiff
Guard

FIRE PROTECTION:

Dispatcher
Pump Operator
Fire Inspector
Fire Fighter

POSTAL WORKERS:

Mail Carrier
Postal Clerk
Postmaster
Postal Inspector
Mail Handlers

2. Divide the class into teams. Give these seven categories:

   Driving Occupations
   Community Service
   Barbering/Cosmetology
   Building Trades
   Foundry Workers
   Custodians and Maintenance
   Garage and Service Stations

   Go to an industrial center in the area or use resources including the Yellow Pages of the telephone book. (Look under headings such as: Contractors, Beauty Salons, Automobile Repair and Service, etc.) List industrial businesses and then list workers that would be found at each business. Students whose parent(s) works in an industry will be able to provide titles of workers. Set a time limit and give 3 points to the team who has: (1) the longest list of businesses, (2) the longest list of workers, (3) the longest list of **businesses** in **each** of the seven categories, and (4) the longest list of **workers** in **each** of the seven categories.

3. Discuss why it is that some areas of the country as well as some sections of the city become industrial areas. Why are waterfronts a popular place for manufacturing plants to be built? What kind of considerations are taken before a new industry is located? What factors are considered when the types of energy to be used in an industry are being determined? What part does the Chamber of Commerce play in promoting industry to come to a particular area? Why is an area usually very pleased when an industry decides to locate there?

4. Name the major types of industry that are within 20 miles of the school. Within 40 miles? Within 100 mile What are the major industries named in the Encyclopedia for this state? Where are these industries located? Name 20 jobs which are related to that industry which require only a high school education. Find out how many new employees are hired each year. What is the best time of the year to gain employment in the industry. What is the outlook for continuation of that industry over the next 50 years?

5. On the WORKSHEET on page 352 a "Fill in the Blanks" puzzle has been provided. Seven areas have been selected to be handled in detail in the following lessons. After the puzzle has been completed, ask students tocategorize the occupations in the puzzle according to the seven categories given. Ask students to think of other industrial categories and then name job titles within the category.

6. Post a map of the state on the bulletin board. Then, by using pins with different colored heads, locate the major industries in the state. Beside this state map, place a city map. Locate and label manufacturing plants. Write to these plants and ask for brochures describing the products they make. After using the materials, file for future reference.

7. Ask to visit some industrial plant where students are allowed to tour. Or gain permission to go and video tape the industry. Be sure to emphasize the jobs of the workers as well as to observe the product being made. Observe the different workers required to do the task. Also observe the machines that have taken over the jobs of workers. Are there other jobs which may be mechanized soon? What types of jobs still require humans over machines? When you return to the classroom, prepare a chart which illustrates each step in the production process and name the worker or machine at each step. Draw arrows to show the flow pattern.

8. Invite someone who once went to your school but who now works in an industrial job, preferably at on the entry level jobs. Through very basic, clear questions, discover what the worker thinks about work where he or she does and exactly what working conditions are like. Prepare a set of interview questions

before the speaker arrives. Ask questions about types of work done, the pay, chances for advancement, fringe benefits, retirement plan, union dues, etc.

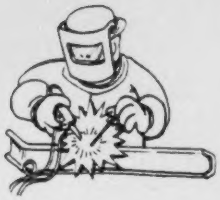
9. Prepare a slide - tape presentation of someone, preferably a former WECEP student, at work in an industrial related job. Besides explaining duties and responsibilities, ask the worker to cite academic skills needed to perform the tasks successfully. Illustrate promotion possibilities by showing other workers in higher positions. Retain for career files.

10. Design and build some simple item such as birdhouses. Use the assembly line process. Assign persons to be designers, buyers, carpenters, sanders, painters, advertisers, salespersons, bookkeepers, and any others that your project demands. Do some workers have better use of their hands than others? Do some have better ideas than others? Are there those who make better bosses than others? Determine one strong and one weak ability of each person in relation to this activity. Was anyone surprised to learn some of their skills that they did not know they had?

Ben Franklin might've discovered electricity, but the dude who invented the meter made all the money.
-Fat Albert

The old believe everything;
The middle-aged suspect everything;
The young know everything.
-Wilde

OVERVIEW: INDUSTRIAL ORIENTED OCCUPATIONS



WORKSHEET 51-1

Name ______________________________

Date ______________________________

DIRECTIONS: Industrial oriented jobs have been placed within this puzzle. See how many you can find. On a separate sheet of paper list each job you find under one of these headings:

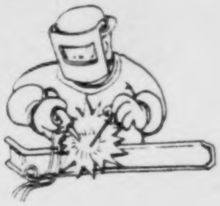
Garage and Service Station
Foundry
Barber/Cosmetology
Building Trades
Building Maintenance
Community Service
Driving

If you need help, your teacher-coordinator has a list of all the jobs in the puzzle.

A	C	H	A	I	R	S	T	Y	L	I	S	T	R	U	C	K	E	R	S	A	N	D	M	I	X	E	R	Y
B	B	L	O	C	O	M	O	T	I	V	E	E	N	G	I	N	E	E	R	T	O	C	A	P	T	A	I	N
G	U	A	R	D	I	A	N	A	V	Y	A	M	B	U	L	A	N	C	E	D	R	I	V	E	R	N	O	P
E	L	E	C	T	R	I	C	I	A	N	A	T	O	C	U	S	T	O	D	I	A	N	I	R	T	N	Y	O
C	L	A	B	O	R	E	R	R	O	U	T	E	D	R	I	V	E	R	M	A	T	E	R	N	R	E	B	S
D	D	G	H	A	Z	D	E	L	I	V	E	R	Y	P	E	R	S	O	N	G	T	R	O	M	O	A	U	T
M	O	T	O	R	R	E	B	U	I	L	D	E	R	A	C	O	R	N	P	N	A	F	N	O	O	L	I	A
E	Z	U	G	T	U	G	C	H	A	U	F	F	E	U	R	O	O	T	O	O	G	I	D	E	F	E	L	L
N	E	N	P	L	U	M	B	E	R	O	M	D	P	W	A	I	T	B	U	S	D	R	I	V	E	R	D	I
T	R	E	N	C	H	E	R	A	I	L	A	I	A	E	N	O	A	C	R	T	D	E	E	R	R	P	I	N
H	O	U	S	E	K	E	E	P	E	R	I	S	I	L	E	B	X	T	E	I	E	F	S	C	T	O	N	S
O	P	P	O	S	T	F	I	E	L	D	L	P	R	D	O	R	I	R	R	C	T	I	E	A	M	S	G	P
R	E	M	A	P	A	I	N	T	E	R	C	A	R	E	P	I	D	J	O	A	E	G	L	B	O	T	M	E
W	R	E	C	K	E	R	O	P	E	R	A	T	O	R	E	C	R	A	R	N	C	H	M	I	L	M	A	C
I	A	C	A	R	P	E	N	T	E	R	R	C	P	A	R	K	I	N	G	A	T	T	E	N	D	A	N	T
G	T	H	M	O	P	I	L	O	T	O	R	H	T	H	A	L	V	I	B	L	I	E	C	E	E	S	A	O
D	O	A	O	M	O	N	E	Y	T	H	I	E	F	T	T	A	E	T	A	Y	V	R	H	T	R	T	G	R
R	R	N	L	A	C	S	J	A	I	L	E	R	O	O	O	Y	R	O	R	Z	E	R	A	M	S	E	E	T
E	B	I	D	I	O	P	O	S	H	E	R	I	F	F	R	E	A	R	B	E	C	H	N	A	H	R	R	E
S	A	C	E	L	B	E	A	U	T	I	C	I	A	N	O	R	I	N	E	R	R	A	I	K	E	O	S	S
S	I	R	R	H	S	C	A	R	P	E	T	C	L	E	A	N	E	R	R	O	N	D	C	E	L	O	A	H
E	L	O	L	A	U	T	O	M	O	T	I	V	E	M	E	C	H	A	N	I	C	K	Y	R	P	N	F	A
R	I	W	I	N	D	O	W	C	L	E	A	N	E	R	A	N	D	O	L	F	P	I	A	G	E	N	T	M
O	F	E	P	D	B	R	A	K	E	M	E	C	H	A	N	I	C	O	R	E	M	A	K	E	R	L	Y	P
L	F	E	P	L	A	S	T	E	R	E	R	P	U	M	P	O	P	E	R	A	T	O	R	O	B	E	R	O
S	U	R	V	E	Y	O	R	O	O	P	O	L	I	C	E	O	F	F	I	C	E	R	O	B	O	Y	T	O
P	A	P	E	R	H	A	N	G	E	R	F	U	R	N	A	C	E	O	P	E	R	A	T	O	R	O	U	E
Y	O	P	O	S	T	A	L	C	L	E	R	K	M	A	K	E	U	P	S	U	P	E	R	V	I	S	O	R

OVERVIEW: INDUSTRIAL ORIENTED OCCUPATIONS

WORKSHEET 51-5



Name ______________________________

Date ______________________________

DIRECTIONS: Forty-three Industrial Oriented jobs are to be placed in the puzzle below. They are workers from the: (1) Garage and Service Station, (2) Foundry, (3) Driving Occupations, (4) Building Trades, (5) Barbering/Cosmetology, (6) Custodians and Maintenance, (7) Community Service.

5 Letters
Guard
Pilot

6 Letters
Jailer
Molder
Tender
Barber

7 Letters
Painter
Chipper
Plumber
Janitor
Trucker

8 Letters
Mechanic
FBI Agent
Annealer
Engineer

9 Letters
Attendant
Detective
Core Maker
Carpenter
Plasterer
Cab Driver
Bus Driver
Shampooer
Firechief

10 Letters
Body Repair
Dispatcher
Postmaster
Bricklayer
Manicurist
Beautician

11 Letters
Fire Fighter
Electrician
Hair Stylist
Mail Handler

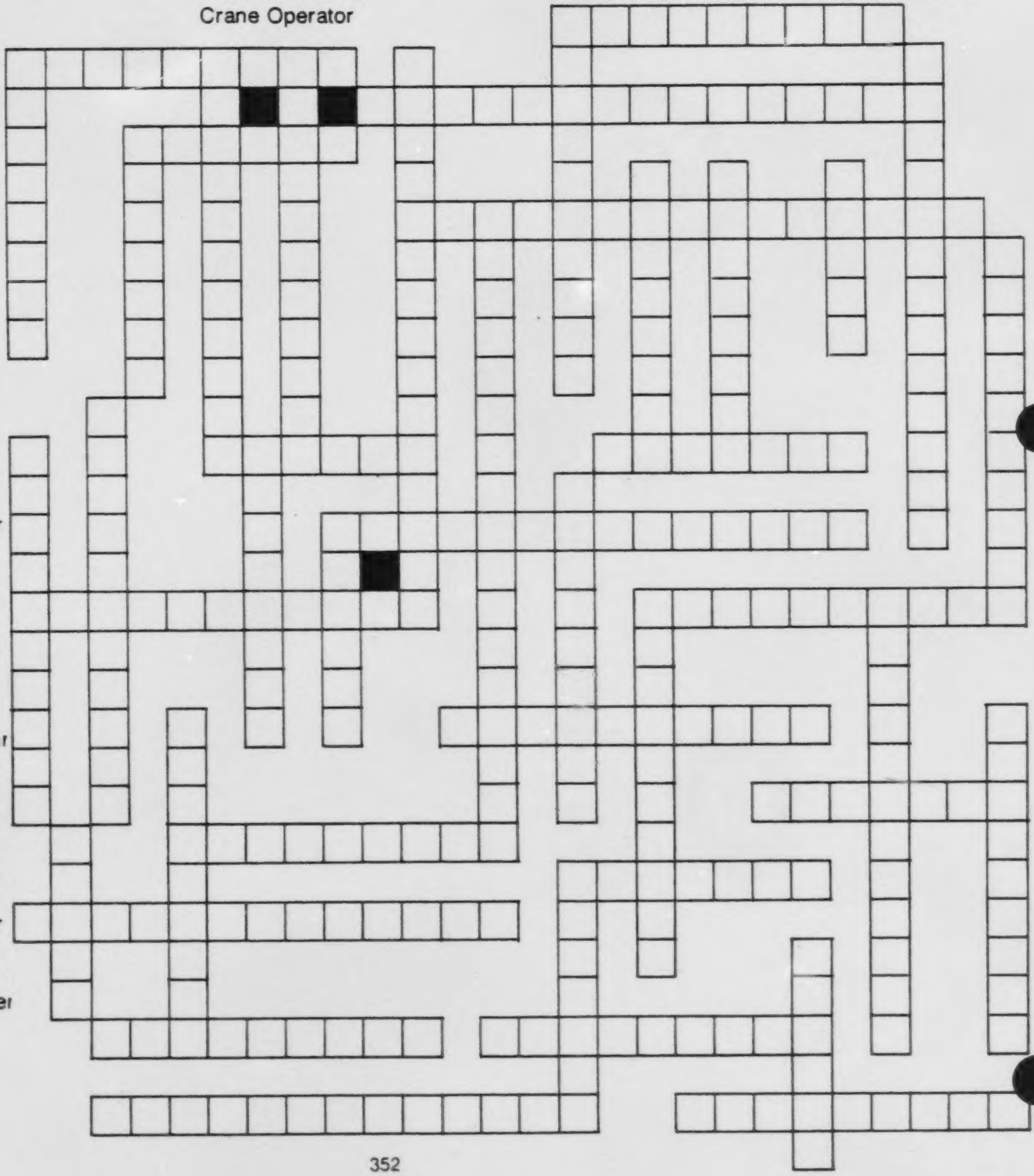
12 Letters
Pump Operator

13 Letters
Carpet Cleaner
Window Cleaner
Crane Operator

14 Letters
Motor Rebuilder

15 Letters
Furnace Operator
Building Manager
Ambulance Driver

17 Letters
Bulldozer Operator

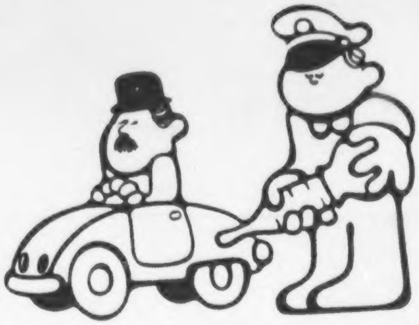


LESSON 52 GARAGE AND SERVICE STATION OCCUPATIONS

LEAD-IN:

Keeping a car in good running condition is the task of the workers in garages and service stations. Since automobiles are a very popular type of transportation and since they often need repairs, garage and service station persons will continue to be in demand. Even specialization has resulted with the following workers often found in a large business or a shop specializing in one limited type of service:

Automotive Mechanic
Transmission Specialist
Radiator Mechanic
Diagnostic Analyzer
Air Conditioning Specialist
Body Repair
Tune-Up Mechanic
Brake Mechanic
Automotive Glass Mechanic
Motor Rebuilder
Parts Counter Worker
Front End Mechanic
Fuel Injection Servicer
Generator Tester
Diesel Mechanic
Service Station Attendant
Motor Boat Mechanic



FOCUS:

1. To become aware of the wide variety of skills needed in a small garage operation or the very specialized skills needed by an employee in a large garage operation.

2. To become familiar with tasks involved with a garage or service station operation.

ACTIVITIES:

1. Visit a large automobile garage where specialized persons are involved with correcting car difficulties. Talk with the diagnostic analyzer and ask to see the machines used to supplement his or her knowledge. What part does listening play? How did that person who diagnoses the problem get to that position? Does the listening quality and the machines ever lie? What then? Does this diagnostic person ever do any of the actual repair work? Why? What specialized training did the diagnoser have?

2. Ask an automotive mechanic to visit the class to discuss his or her use of related classroom skills (mathematics, science, etc.) necessary for the job. If one does not learn the necessary skills in school, is there any hope for success in the automotive mechanics field? Why? What are the characteristics of those persons who succeed in the area of automobile mechanics? What are the opportunities for employment and advancement?

3. Visit the auto shop in school to learn about courses offered there. What courses are offered at the Area Vocational Center which would assist one in learning the garage business? Does one need to have developed some skills before taking classes? How can a person know if he or she has an aptitude for automotive repair? What related courses are offered at the Community College? How do high school, vocational school and community college classes complement each other? Which schools provide placement services for students? Are there advantages to taking classes to learn skills over on-the-job training? What are they?

4. On the WORKSHEET on page 355, a number of sentences have been provided regarding garage or service station careers. The student is to read and mark the statement according to the way he or she feels. Try to draw some conclusions. How many students, both boys and girls, would like to work on automobiles? Have some girls indicated interest? Might they show more interest in the automotive field if encouraged? Be ready to suggest additional sources for interested students.

5. Get an old engine and take it apart. Name each of the parts and put them on display. Name and make a chart of all the occupations where the worker must have a knowledge of the parts of an engine.

6. Have your students bring small gas engines to class, such as lawn mower engines. Study the working principles of engines and have the students locate the parts on the classroom sample.
   a. Take the engines apart and determine the reason(s) they do not run.
   b. Check the points and condensers. Replace them if faulty.
   c. Remove, clean, and replace carburetors so engines will receive proper air and fuel proportions.
   d. Remove starter assemblies; remove flywheels to test coil, and condensers for unwanted grounds that cause the engine not to run.

   Equipment needed:
   a. A new set of points
   b. Condenser
   c. Small gas engine
   d. Wrenches
   e. Gauges
   f. Miscellaneous tools for disassembly of engine
   g. Coil and condenser tester

7. On the WORKSHEET on page 356 an activity is given for students to do to renew their information in automotive mechanics. If students need assistance with remembering the processes involved with a gas engine, obtain a chart from the Auto Mechanics Class or use a textbook showing the process. This is also a good time to ask students who are acquainted with the process to explain it to others.

8. Bring to class a set of automobile part charts which are cross referenced. Assist students in becoming familiar with the organization of these charts and the methods used for ordering parts. Make a list of parts needed for a car. Divide into groups. Locate the part needed, fill out the order form with the correct number, and add up the prices. Stress accuracy as an important factor since a car owner is usually in a hurry to get the car from the garage.

9. It takes a patient person to deal with customers at the service station. List types of troublesome custome and determine how they should be dealt with best. Here are a few for starters:
   a. The person who says, "Fill it up," and then finds she only has $2.00.
   b. The driver who wants air, the oil checked, and windows washed but does not buy anything.
   c. The family who drives in by the pump, orders $1.00 worth of gas and sends all 8 children to the bathroom which takes twenty minutes.

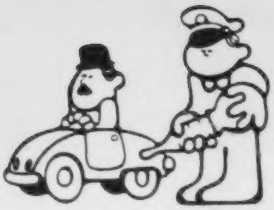
   Think of other situations and how they should be patiently handled.

10. Discuss the job differences between an attendant who works at a self-service gas station, a full service gas station and a mini-service gas station. How does a service station which has been full service train customers to the self-service method. Since some people, especially older people are inclined to want to have full service, how would a tactful attendant train customers so they will continue to use their service only on a self-service system?

The way to stop financial "joy-riding" is to arrest the chauffeur, not the automobile.
-Woodrow Wilson

GARAGE AND SERVICE STATION OCCUPATIONS

WORKSHEET 52-4



Name ____________________

Date ____________________

DIRECTIONS: Read each statement. Then mark the column which best describes the way you feel. When you have answered each statement, add up the number of items in each column. What conclusions can you make?

	Yes	No Opinion	No
1. I believe that cars, busses, trains, and airplanes are exciting inventions.			
2. As long as I can remember I have been interested in knowing how a car really runs.			
3. I enjoy being around people who talk about cars, car parts, and car repairs.			
4. I enjoy magazines that show all the latest car models.			
5. My idea of a fun time would be to work on a car all week-end.			
6. Even if I get grease and dirt on my hands, I still enjoy trying to fix a car or motorcycle.			
7. The people who work around gas stations and garages are my kind of people.			
8. Even if it required going to the Vocational School or Community College, I would be willing to go if I could get a job working in a garage.			
9. I know what the carburetor is and what it does for the car.			
10. Changing the oil in a car is an easy task for me.			
11. I would enjoy pumping gas if I could also help the mechanic in the garage.			
12. I enjoy challenges if they deal with figuring out problems of cars.			
13. Taking an ordinary car and "souping it up" is something I would like to do.			
14. I have the skills now to test and change spark plugs.			
15. I can trace the workings of a car, step-by-step, from the time the key is turned in the ignition, to the time the car reaches 55 M.P.H.			
16. I would like to learn more about cars by watching movies, talking to mechanics, and reading magazines.			

17. On the following scale I would rate an auto mechanic's job as: (circle your answer).

10 9 8 7 6 5 4 3 2 1 0

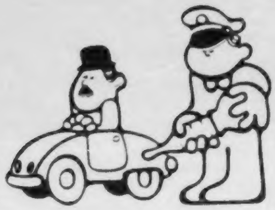
Very High — Average — Very Low

I would rate each of the following jobs as: (Check one)

	High	Average	Low
18. Auto parts counter worker			
19. Diagnostic analyzer			
20. Tune-up mechanic			
21. Motorcycle mechanic			
22. Service station attendant			
23. Garage bookkeeper			

GARAGE AND SERVICE STATION OCCUPATIONS

WORKSHEET 52-7



Name ____________________

Date ____________________

DIRECTIONS: Match the definitions with the terms. Find a chart which shows the process, if you need help.

——1. Intake Manifold

——2. Spark Plug

——3. Cylinder

——4. Piston

——5. Exhaust Manifold

——6. Carburetor

——7. Radiator

——8. Drive Shaft

——9. Crank Shaft

——10. Fuel Pump

——11. Air Filter

——12. Distributor

——13. Fan

——14. Generator

a. Removes dust from incoming air.

b. Supplies gasoline-air mixture to the cylinder.

c. Where gases leave the cylinder.

d. Pumps gasoline from tank.

e. Creates a spark to bring gas-air mixture to kindling point.

f. Where gas and air mixture is exploded.

g. Sends current to proper spark plug.

h. Cylinder shaped piece of metal pushed by expanding gases to provide force of the engine.

i. Where gases enter the cylinder.

j. Rotating connector between the rods of the pistons and drive shaft.

k. Blows air over engine.

l. Power part of a vehicle, turns the axle which causes wheels to turn.

m. Furnishes current to battery.

n. Cools cylinders directly.

Which two workers listed below would not need to know the information above in order to do their jobs effectively? Write these numbers on the lines below.

____________ ____________

1. Auto Parts Salesperson
2. Auto Mechanic
3. Body and Fender Mechanic
4. Motorized Mobile Home Salesperson
5. Car Salesperson
6. Petroleum Chemist
7. Energy Engineer
8. Small Engine Repairperson
9. Propeller Airplane Manufacturer
10. Cabinet Maker

The troubles that we worry about are the ones that never happen.

LESSON 53 FOUNDRY OCCUPATIONS

LEAD-IN:

Metal castings made by foundry workers are molds produced for objects of various shapes and sizes from cooking utensils to missiles. Casting is the method used whereby molten metal is poured into molds of specialized shapes and is then left to cool and solidify. Both small foundries which do many processes, as well as large specialized foundries, are found in large numbers in the states of Michigan, Ohio, Pennsylvania, Illinois, Indiana, and Wisconsin.

Occupations often found in a foundry are:

- Casting Designer
- Pattern Maker
- Hand Molder
- Molder's Helper
- Machine Molder
- Shakeout Worker
- Coremaker
- Coresetters
- Furnace Operator
- Shot Blaster
- Tumbler Operator
- Pourer
- Chipper
- Grinder
- Annealer
- Inspector
- Mechanic
- Machinist

Crane and Derrick Operator

FOCUS:

1. To understand what a foundry is, be able to name some of the titles of employees, and be able to list some of the duties of each employee.
2. To become aware of some of the advantages and disadvantages of foundry work and be able to make some decisions as to the possibility of a foundry occupation as a job choice.

ACTIVITIES:

1. Find the meanings of these words:

   - Foundry
   - Abrasive
   - Casting
   - Molten
   - Mold
   - Core
   - Chisel
   - Annealer
   - Nonferrous

   How are they related? How would each of these words be used? Are there foundries in your area? Name them. Find out what types of casting they do. What other companies do they supply?

2. Arrange to visit a local foundry. If that is not possible due to safety regulations, obtain a movie which shows the processes used in a foundry or ask the foundry to send a representative to class to discuss their business operation. Find out where the metal comes from that they melt and use. What do they add to strengthen the metal? What workers do they have at the local foundry? What does each worker do? How old must an employee be? What are the hazards? Will there still be a need for foundry workers ten years from now? What type of job does one first get? What training is needed?

3. Divide the members of the class into six groups and have each group research one of the 6 casting methods. Listed below are the types of casting methods, each named for the type of mold used:

   (a) Green Sand Molding - A special sand is packed around a pattern. After the pattern is withdrawn, molten metal is poured into the mold cavity to form the desired shape.

   (b) Permanent Molding - Uses a metal mold that can be used many times.

   (c) Precision Investment Casting - Uses ceramic molds. A wax or plastic pattern is coated with refractory clay. After the coating hardens, the pattern is melted and drained so that the mold cavity is left.

   (d) Shell Molding - A heated metal pattern is covered with sand and coated with resin. The sand forms a thin shell mold that, after curing, is stripped from the pattern.

   (e) Die Casting - Done mostly by machines. Molten metal, under high pressure, is forced into dies from which the castings are later ejected.

(f) Centrifugal Casting - Used to make pipe and other products that have cylindrical cavities, molten metal is poured into a spinning mold where centrifugal force distributes the metal against the walls of the mold.

Take several metal objects that have been formed through casting processes. Try to determine which of the six processes was used. Give reasons based upon information learned for answers.

4. Health standards in foundries have improved greatly over the last few years. Locate information which tells about the poor working conditions in years past. How has heat been reduced? What has been done about fumes and smoke which once pervaded the foundry? How has the injury rate been reduced? How have unions been influential in promoting safety training?

5. On the WORKSHEET on page 359, the green sand molding process is described step-by-step. Using resource material such as the **Occupational Outlook Handbook,** students are to decide the title of the worker who is responsible for each step.

6. Mechanics, machinists, crane and derrick operators are very important people in the foundry. Although they do not do foundry work directly, they play an important part. Have students speculate how each contributes to the foundry operation. What is the difference between mechanics and machinists? Why is it important to have both crane and derrick operators? How do their jobs differ?

7. Locate and write to organizations for information on work opportunities in foundry occupations. After receiving the information, include it in your file.

8. On the WORKSHEET on page 360, four jobs have been labeled as skilled jobs. The others are possible jobs for people with a high school education. Students are to select five of the jobs which are not skilled and are to describe the job and make some evaluations about whether they would enjoy the job or not and why. Ask for students to present their research to the class. Be sure their reasons are based upon solid ideas.

9. Develop posters to show various processes within the foundry, or to show safety measures or mottos for foundry workers. Be sure the messages are presented clearly.

10. Foundry work has been carried on mainly by males in years past. Find out how many workers in foundries are now women. Are women paid lesser wages than what men are paid for the same work? Which jobs are shared by men and women? Which jobs are totally for males? What does the trend seem to be?

I'll admit I'm right--
if you'll admit you're wrong.
-Fat Albert

FOUNDRY OCCUPATIONS

WORKSHEET 53-5

Name ______________________________

Date ______________________________

DIRECTIONS: Listed below are the steps taken in a foundry to move a piece of raw metal ore to its final casting state. Fill in the blanks with the correct worker. If you need help, use the **Occupational Outlook Handbook.** Use these job titles to fill in the blanks:

Annealer
Casting Designer
Chipper
Coremaker
Coresetter
Furnace Operator
Grinder
Hand Molder
Inspector
Machine Molder
Molder's Helper
Patternmaker
Pourer
Shakeout Worker
Shotblaster
Tumbler Operator

______________________________ 1. Decides what the casting will look like and draws a model design.

______________________________ 2. Makes a wood or metal pattern of the design.

______________________________ 3. Packs sand tightly around the pattern to make a sand mold.

______________________________ 4. Assists No. 3 to pack the sand around the pattern.

______________________________ 5. Makes a number of identical castings by using a mechanical operation.

______________________________ 6. Shapes sand into bodies of sand that make hollow spaces in castings (cores) and bakes them.

______________________________ 7. Takes these cores and assembles them in the molds; the molds are now ready for molten metal.

______________________________ 8. Controls the furnace that melts the metal.

______________________________ 9. Allows the molten metal to flow into the molds.

______________________________ 10. After the castings have solidified, this worker takes them out of the molds.

______________________________ 11. Cleans dirt and rough spots and smooths castings.

______________________________ 12. Controls the barrel into which a number of the castings and an abrasive material have been placed and are turned at a high speed.

______________________________ 13. These two workers use chisels, wheels, files, etc. to remove excess metal and to finish the castings.

______________________________ 14.

______________________________ 15. Returns castings to furnace which gives the castings additional strength.

______________________________ 16. Checks castings to make sure they are structurally sound and meet specifications.

FOUNDRY WORKERS

WORKSHEET 53-8

Name ________________________________

Date ________________________________

DIRECTIONS: Four of the jobs usually found in the foundry are listed below with (skilled) written after them. These jobs require an apprenticeship program with 2 to 4 years of on-the-job training as well as classroom instruction. All the other jobs can be learned through on-the-job training.

Casting Designer (skilled)
Pattern Maker (skilled)
Hand Molder (skilled)
Coremaker (skilled)
Molder's Helper
Machine Molder
Coresetter
Furnace Operator
Pourer
Chipper
Grinder
Annealer
Shakeout Worker
Shot Blaster
Tumbler Operator
Inspector

Choose five of the **other** jobs, and from information you have, fill in this chart.

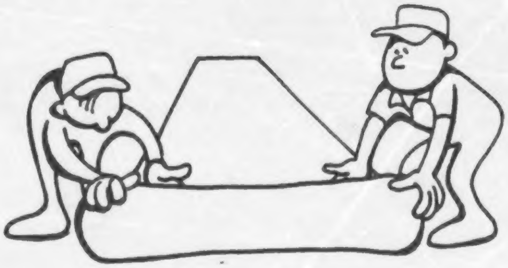
Job Title	Job Description	Would You Enjoy This Job? Why?
1.		
2.		
3.		
4.		
5.		

LESSON 54 BUILDING TRADES OCCUPATIONS

LEADIN:

A building under construction holds a fascination for kids and for adults alike. Awe strikes us when we see a skyscraper being built or a bridge, having been started from each side of the river, meet exactly in the middle.

The number of people required for such an undertaking who have specialized skills is tremendous. For an insight into a few of the jobs required for construction of any building, such as an apartment house, you might need all of these workers:



Architect
Drafter
Topographer
Surveyor
Contractor
Engineer
Glazier
Lather
Carpenter
Cement Mason
Brick Layer
Laborer
Plumber
Electrician
Paper Hanger
Hod Carrier
Stone Mason
Structural Iron Worker
Insulation Worker
Drywall Installer
Welder
Roofer
Cabinet Maker
Painter
Floor Covering Installers
Plasterer
Tile Setter
Riveter

FOCUS:

1. To become aware of the variety of workers needed and skills required by persons in the building trades field.

2. To observe workers in these areas and to be able to name a number of tasks accomplished by each worker.

ACTIVITIES:

1. Prepare a scrapbook which names each of the workers above. Either find pictures or draw sketches of: (1) workers, and (2) tools which are used by each worker. Label the pictures and tell how each tool is used.

2. Design the house of the future. Ask each student to speculate how the workers' jobs will, because of need, also change. How will workers become trained in the new processes?

3. Determine which of the jobs listed above require no training beyond high school and which usually gain training and experience from on-the-job training. Your list will probably include all **except** architect, drafter, topographer, surveyor, contractor, and engineer, each of which requires varying kinds and amounts of training from very little to 5 years of college.

4. Visit the construction site of the Building and Trades class in your school. Ask the students to explain each process in which they are involved. Then visit a large construction site where many stages of construction are underway. How many of the workers named above can you see actually working? How many are working at each job? What evidences can you find which tells you that some of the other workers have been there already? Which ones are yet to come? What workers do you see that were not named? Ask some members of the class to list all the tools they see during the on-site visit, and name the worker(s) who might use each one.

5. Each student is to select one building trades job which especially interests him or her. Each one is to find the answers to these questions:
   - Exactly what are the duties of this worker?
   - What is the job outlook for workers of this kind?
   - Name 3 things you think you would like about this job.

- Name 3 things you might not like about this job.
- Where should one go to find this kind of job?
- How much can you expect to earn?

Present the report to the class and be ready to discuss questions students may have.

6. Students are to select one building trades occupation and gather a box of tools, information, pictures, cassette tapes, workers' clothing, pamphlets, etc. which deal with the occupation. Some students may want to invite a worker to come speak to the class. Make this as big a project as time allows since many of your students may be involved in these occupations sometime during their lifetimes.

7. Take the list of jobs in the "Lead-In." Try to put them in the order in which they might be needed at a construction site. Discuss tasks of workers and reasons they would be placed in one particular order.

8. On the WORKSHEET on page 363, workers are listed, and tools are listed. Students are to match tools with the worker.

9. The WORKSHEET on page 364 asks students to name 3 tools each worker might use. Use **Occupational Outlook Handbook** or ask students to take the worksheet home and ask friends and relatives to assist in naming tools.

10. Large contracts for the construction of a building are awarded to the lowest bidders. A contractor's company often does the major part of the construction, but when it comes to smaller jobs which require specialized skills, the contractor puts out specifications on which other companies bid. This is called subcontracting. Find out from a major contractor what types of work are let out for bids. Who is responsible to the owner for a good quality of work being done, the contractor or the sub-contractor? Discover how bids are advertised and how contracts are awarded.

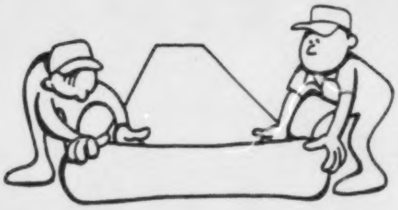
The physician can bury his mistakes, but the architect can only advise his client to plant vines.
-Frank Lloyd Wright

BUILDING TRADES

WORKSHEET 54-8

Name ____________________________________

Date ____________________________________



DIRECTIONS: Occupations are listed in the left hand column; tools are listed in the right hand column. Match the worker with his or her tools and write the letter in the blank. One group of tools in each section will not be used.

___1. Topographer
___2. Lather
___3. Plumber
___4. Roofer
___5. Plasterer

a. Hammers, knives, mops, calking guns
b. Theodolite, steel tape, level rod
c. Wire mesh reinforcements, hacksaws
d. Wrenches, reamers, drills
e. Camera, film, tripod
f. Hawk, trowel, rods, floats

___6. Architect
___7. Cement Mason
___8. Electrician
___9. Welder
___10. Insulation Installer

g. Screwdriver, pliers, tape
h. Torch, rod, heat
i. Trowels, stud-welding guns, power saws
j. Float, whip, darby
k. CB radio, microphone, meter
l. Compass, rough sketch, verbal orders

___11. Drafter
___12. Paperhanger
___13. Structural Iron Worker
___14. Cabinet Maker
___15. Tilesetter

m. Putty, chisels
n. Paste, roller
o. Compass, dividers, protractors
p. Bulldozer, cranes, heavy machines
q. Hammer, powersaw, nails, screws
r. Bolts, plumb bobs, levels

___16. Surveyor
___17. Carpenter
___18. Stone Mason
___19. Hod Carrier
___20. Painter

s. Electric saw, drills
t. Rollers, spray gun, brushes
u. Theodolite, steel tape, level rod
v. Mixes and supplies materials to bricklayer
w. Trowels, heavy hammers, hard rubber mallets
x. Rotary presses, wax and plastic molds

___21. Contractor
___22. Drywall Installer
___23. Floor Covering Installers
___24. Bricklayer
___25. Glazier

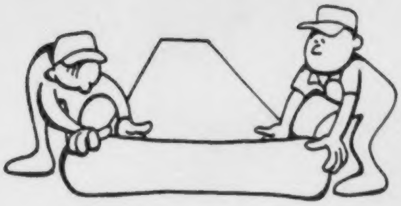
y. Adhesive strips, nails, tacks
z. Glasscutters, putty knives
aa. Hawk, trowel, rods, floats
bb. Paste-like compound, tape
cc. Blue prints
dd. Lathes, drill presses, automatic screw machine

BUILDING TRADES

WORKSHEET 54-9

Name ________________________________

Date ________________________________



DIRECTIONS: Job titles are listed in the left hand column. Name three tools each worker might use.

Job Title	Tool	Tool	Tool
1. Plumber			
2. Roofer			
3. Plasterer			
4. Architect			
5. Cement Mason			
6. Electrician			
7. Welder			
8. Paper Hanger			
9. Structural Iron Worker			
10. Cabinet Maker			
11. Tile Setter			
12. Carpenter			
13. Stone Mason			
14. Painter			
15. Floor Covering Installers			
16. Bricklayer			

LESSON 55 CUSTODIAN AND MAINTENANCE OCCUPATIONS

LEAD-IN:

Cleaning is only one of several tasks that maintenance personnel perform. Heating and ventilating equipment must be kept functioning properly and minor repairs must be made.

Cleaning and maintenance personnel must be honest above all else because many people leave many important belongings in their care. Hotels, hospitals, stores, schools, factories, office buildings, apartment houses, and other buildings use about 2 million custodians. The more skills and knowledge the custodian has, the more valuable he or she becomes and is usually paid according to those abilities.

Some specialization may be found, but smaller businesses, especially, prefer people who have a variety of skills so that they are more than cleaning persons. Some specialists in custodian and maintenance occupations are:

Janitor
Custodian
Carpet Cleaner
Window Cleaner
Furnace Cleaner
Household Worker
Contract Building Cleaner
Building Manager

FOCUS:

1. To be able to understand the tasks involved for custodian and maintenance personnel.

2. After talking with persons in custodian and maintenance occupations, become aware of qualifications, and understand that the more skills one has, the more opportunities and advantages for employment one will have.

ACTIVITIES:

1. Invite the school custodian to come to class to demonstrate equipment, tools, and products and to discuss the various tasks involved with his or her job. Ask for demonstrations of several routine tasks such as replacing a window pane, tightening a hinge, refinishing a desk, oiling machinery, or maintaining the boiler. If possible do some major cleaning activity in the classroom. Arrange to have two students at a time spend class time with this maintenance person seeing first-hand and participating in various aspects of his or her job. After everyone has been an "on-the-job maintenance person," invite the custodian back to class to discuss their experiences. What qualities are needed by a custodian? What hours do they often work? What does the custodian like least about his or her job?

2. Ask a worker from a home cleaning service to come to class to discuss services rendered by the company. How do they work with insurance companies after a fire or accident to restore a home to its former condition? What skills are needed by workers? What are the chances for someone right out of high school to get a job with that company? What personal qualities are needed? How important is honesty? How much does the job pay? What are possibilities for part-time jobs?

3. Do one of the following: Conduct a taped interview with a household worker; host in class a household worker; host someone from a school which trains and places household workers; host the employer of a household worker. Discover different services wanted and provided, depending upon the family situation and their desires. Are there sometimes benefits which the pay does not show, such as free room and board? What do each of these people do: mother's helper, caretaker, household cook, lady's and gentleman's attendant, butler, companion, child monitor, child mentor, governess, odd-jobber, and chauffeur?

4. Take a field trip to see the headquarters for the custodial and maintenance service for some very large business in your area. How many people are employed? Who is the main boss? How did he or she get

started? What kind of people does the person in charge want to hire? What specialized people are needed in that particular business? What qualifications must these specialized people bring with them?

5. Get newspapers and locate advertisements for custodial help. Cut out these ads and determine if: full or part-time, hours, location, skills needed and wages paid. Compare ads. You may need to simulate calls to gain more information. Then students are to write ads asking for jobs as household help, maintenance or custodial workers. List any skills or experience they might have. Ask members of the class to critique each ad.

6. *Time schedules have been prepared* for six custodial and maintenance persons on the WORKSHEET on page 367. Students are to fill the time schedules with tasks each worker might be expected to do. Stress that students list specific tasks.

7. On the WORKSHEET on page 368, custodial and maintenance jobs have been listed. Students are to name five tools or pieces of equipment that the worker would use.

8. Many retired persons supplement Social Security benefits by working part-time in such jobs as custodians and janitors. Why is this type of work suitable for Senior Citizens? Should a person who is retired not be allowed to work at all so those unemployed may have some work? What attitudes must be cultivated toward the population over 60? What might life be like for senior citizens when teenagers now reach retirement age? What must be done to prepare for retirement? When should one start planning?

9. A large ski resort in Vale, Colorado, hires thirty maintenance persons and custodians year-round to keep the buildings and grounds in order. The business is seasonal with September through May as the busiest months. In, June, July, and August, only a few sight-seers are around. Write a notice of what the head custodian might list as the main duties of the custodians and maintenance crews each month. What special equipment will they use?

10. Which of these three persons would probably have the most skills for being a handy-man around the apartment house:

    a. A carpenter who also has worked in a cabinet shop.

    b. An electrician who has also worked in a hardware store.

    c. A plumber who has received patents on several of his inventions.

    Give reasons for your answers.

A new broom sweeps clean. (But an old broom gets in the corners.)

CUSTODIAN AND MAINTENANCE OCCUPATIONS

WORKSHEET 55-6

Name ______________________________

Date______________________________

DIRECTIONS: Listed below are several jobs for custodians and maintenance personnel. Imagine that you are each person. What might your schedule be. Write in your activities for each hour. List specific duties.

Janitor at Oak Junior High School	Carpet Cleaner After Explosion at the Smith's House	Household Worker at the Governor's Mansion
3 P.M.	8 A.M.	10 A.M.
4 P.M.	9 A.M.	11 A.M.
5 P.M.	10 A.M.	12 Noon
6 P.M.	11 A.M.	1 P.M.
7 P.M.	12 Noon	2 P.M.
8 P.M.	1 P.M.	3 P.M.
9 P.M.	2 P.M.	4 P.M.
10 P.M.	3 P.M.	5 P.M.
11 P.M.	4 P.M.	6 P.M.

Window Cleaner for Sears Tower in Chicago	Custodian at Lake View Hospital	Building Manager at Sheraton Hotel
8 A.M.	7 A.M.	8 A.M.
9 A.M.	8 A.M.	9 A.M.
10 A.M.	9 A.M.	10 A.M.
11 A.M.	10 A.M.	11 A.M.
12 Noon	11 A.M.	12 Noon
1 P.M.	12 Noon	1 P.M.
2 P.M.	1 P.M.	2 P.M.
3 P.M.	2 P.M.	3 P.M.
4 P.M.	3 P.M.	4 P.M.

CUSTODIAN AND MAINTENANCE OCCUPATIONS

WORKSHEET 55-7

Name

Date

DIRECTIONS: Listed below are specific jobs at certain places. Imagine that you are a worker there. Name five tools or pieces of equipment that you would need to use.

Custodian at Hospital 1. 2. 3. 4. 5.	Janitor at a Junior High School 1. 2. 3. 4. 5.	Carpet Cleaner for an Office Building 1. 2. 3. 4. 5.
Window Cleaner at University Dormitory 1. 2. 3. 4. 5.	Custodian at Local Restaurant 1. 2. 3. 4. 5.	Furnace Cleaner at Apartment House 1. 2. 3. 4. 5.
Household Worker at Governor's Mansion 1. 2. 3. 4. 5.	Contract Building Cleaner at Department Store 1. 2. 3. 4. 5.	Building Manager at Apartment House 1. 2. 3. 4. 5.

LESSON 56 BARBERING/COSMETOLOGY OCCUPATIONS

LEAD-IN:

For many centuries, both men and women have been concerned about the way they look and have gone to great measures to acquire fashionable hairstyles or perfectly trimmed beards. Usually one person is trained to care for all of men's or women's hair needs, but now and again, especially in large establishments, specialization may occur. In those cases one may find these occupations:

Scalp Treatment Operator
Make-up Supervisor
Wig Dresser
Beautician
Manicurist
Shampooer
Manager
Hair Stylist
Barber

FOCUS:

1. To provide career awareness for barbering and cosmetology occupations by visiting job sites and talking with people currently engaged in these occupations.

2. To assist students to become familiar with training requirements and schools where they may gain necessary training.

ACTIVITIES:

1. Visit a beauty shop and a barber shop to discover the services provided. Pay special attention to the tools, equipment, and processes used. Interview workers in each area to find out what special schooling was required of them and how long it took. What is the test like that one has to pass in order to get a license? Would they recommend the job? What advantages does a woman have as a barber? A man as a beautician? How do hair styles affect the number of workers needed?

2. Invite a barber and a beautician to come to class. Discuss the following: What qualities in a worker encourages customers to come back time after time? Is a customer supposed to tip the barber? The beautician? Ask both the barber and the beautician to give demonstrations of hair styles suitable for students in the class. Talk about care of hair and scalp and what trends in hair care are good and bad. What parts of their job do they like? What do they dislike? Why?

3. Take the class to visit a school which trains people in hair care. Find out about courses to take in high school, entrance requirements, costs, length of training time, the job outlook, and earnings. Notice the types of learning that are taking place at various levels of training. Talk with the supervisor about procedures to follow if any student should be interested in barbering or cosmetology.

4. Look through magazines for good and poor examples of various hair styles. Get books from the library which give advice for both men and women on appropriate and complimentary hair styles. Invite a beautician or a barber to evaluate what the class has decided. Discuss hair styles of famous people and determine how the hair style goes along with the occupation. Be able to name face shapes, hair styles,and body types when deciding which hair styles and types of make-up are most appropriate. Which students, both male and female, have an interest in cosmetology? Barbering? Are there part-time jobs they might get to further explore the occupation?

5. Ask two or three students who have an interest in hair care to bring to class a box of tools and materials used by the barber, the beautician,and the manicurist. Ask for three volunteers to go out of the room. One student at a time, blindfolded, and without seeing the contents of the tools and materials, will come in and by touch only decide which worker (the barber, the manicurist or the beautician) would use the object. Keep score to determine the winner.

6. Locate addresses and write for information to discuss and then place in your career file.

7. On the WORKSHEET on page 371, nine occupations associated with hair care are listed. Students are to think of five tasks each worker would be expected to perform and list those on the sheet. Are there some of the same tasks which several workers might each perform?

8. An interview form is provided on the WORKSHEET on page 372 for the student to take when talking to a barber or cosmetologist. Ask students to share the information obtained at the interview with the class

9. Suppose you were the President's barber or the First Lady's beautician. How did those people get to be in those positions? Do they have other customers? How often do they have their hair done? How much do they get paid? Write a letter to the White House or to some famous person and ask such questions. Does a person who is hired by a celebrity have better skills, or is that person better able to follow directives to do exactly what the celebrity wishes?

10. By interviewing or doing research, try to determine what it is that causes hair styles to change. How many different styles have there been in the last 80 years? How do hair care specialists learn the newest style procedures? How is a hair stylist different from a barber? Where do styles originate? Who starts new hair style fads?

Human improvement is from within outward.
-Freud

BARBERING/COSMETOLOGY OCCUPATIONS

WORKSHEET 56-7

Name ____

Date____

DIRECTIONS: Name five tasks that each person might perform and write them below the occupational titles.

Manager 1. 2. 3. 4. 5.	**Shampooer** 1. 2. 3. 4. 5.	**Hair Stylist** 1. 2. 3. 4. 5.
Beautician 1. 2. 3. 4. 5.	**Barber** 1. 2. 3. 4. 5.	**Scalp Treatment Operator** 1. 2. 3. 4. 5.
Make-up Supervisor 1. 2. 3. 4. 5.	**Manicurist** 1. 2. 3. 4. 5.	**Wig Dresser** 1. 2. 3. 4. 5.

BARBERING/COSMETOLOGY OCCUPATIONS

WORKSHEET 56-8

Name ______________________________

Date ______________________________

DIRECTIONS: Go to a barber shop or to a beauty shop and interview a worker. Use the form below.

Worker's Name ______________________________

Place of Business ______________________________

Worker's Position ______________________________

What are five tasks you perform?	Name five tools you use:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Where did you go to get your training? ______________________________

How long did you go to school? ______________________________

Tell me five things about your training:

1.
2.
3.
4.
5.

What are the best parts about your job?	What are the worst parts about your job?

What personality qualities are needed for people who do this work?

Will workers still be needed five years from now? Why?

How about 30 years from now? Why?

Would you recommend this job? Why?

____
Worker's Signature

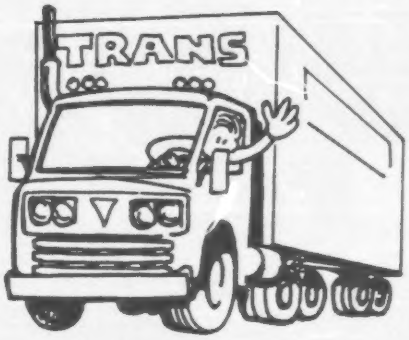
____
Date of Interview

LESSON 57 DRIVING OCCUPATIONS

LEAD-IN:

Teenagers long for the day when they can drive. The reason may be that a driver's license brings new freedom, or it may be that control of power and speed provide a challenge and excitement.

In the same way young people also feel something alluring about driving occupations. Whatever it is, there are large numbers of people who are hired to spend much of their time behind a wheel. Such occupations include:



Bulldozer Operator
Crane Operator
Trencher
Derrick Operator
Taxi Cab Driver
Inter-City Bus Driver
Transit Bus Driver
Route Deliverer
Pilot
Co-pilot
Locomotive Engineer
Ship Captain
Parking Attendant
School Bus Driver
Chauffeur
Ambulance Driver
Long Distance Trucker
Short Haul Trucker
Fork Lift Operator

FOCUS:

1. To become aware of areas of employment which involve skills in driving vehicles.

2. To assist students in seeing some of the not so glamorous, as well as the exciting, parts of driving jobs.

ACTIVITIES:

1. Form a panel consisting of drivers of various equipment from large construction firms. This will be possible in the middle of winter when weather conditions prevent them from working. You may want to select a driver of a: bulldozer, a trencher, a cement truck, a dirt removing truck, a road grader, a highway middle-line painter, etc. Ask each one to discuss: (1) tasks involved, (2) training requirements, (3) personal qualities needed, (4) job opportunities, (5) advantages, (6) disadvantages, and (7) earnings. Ask them to discuss how they prepare for winter lay-offs. Do they ever take other jobs? How do they expect machines they drive to change in the next ten to twenty years? Will their jobs still be in demand 30 years from now?

2. Ask a long distance trucking team, preferably a husband-wife team, to bring their truck to school so students can see inside. Ask the trucker about his or her lifestyle. What is unique about a trucker's time schedule? Do they always have the same route? What special equipment does the truck have? How does one get started driving a truck? How long does it take before one can drive a "semi?" Do you own your own truck? What are the risks involved in the trucking business? Do you talk on the CB all the time? Do you ever get bored?

3. When the delivery people, such as for milk, bread or meat, come to the cafeteria, ask to watch these workers and talk with them about their lives as route persons. How far do they drive each day? What duties do they have other than driving? Are they responsible for collections? Do they work from 8 to 5? What happens if they have truck trouble? What other jobs have they had? Do they enjoy their work? Why?

4. Ask a parking lot attendant who works at a parking building to come talk with the class. What are his or her duties? How many are employed for each level? What kinds of insurance must the company have in case of theft, accidents, vandalism, etc.? What are the attendant's earnings? What does he or she like about the job? Dislike? Can teenagers just out of high school ever be hired? What qualifications must one have? How is a job in a large parking lot different from that of a job as a lot attendant? Is it fun to be able to drive all those different kinds of cars?

5. After doing background research, write a diary account for a 24-hour period for two of these workers:

   An airline pilot who flies from Chicago to Seattle
   A locomotive engineer between Chicago and New Orleans

A Greyhound bus driver between Chicago and St. Louis
A ship captain on Lake Michigan
A taxicab driver in Chicago
A school bus driver in a rural area
A chauffeur for the Governor
An ambulance driver in a city
A fork lift operator in a factory

6. Ask students to name occupations where the worker spends all or much of his or her time driving a vehicle. Then groups of two students are to find the following information for each driver:

   a - Type of driving occupation
   b - Previous experience required of an employee
   c - Name of 2 local companies for whom that driver might work
   d - Wages one might expect to receive
   e - Job outlook
   f - Two reasons for your interst or disinterest in this job

   Share your information and reasons with the rest of the class.

7. Make sketches of various equipment which needs drivers. Include a: car, inter-city bus, transit bus, airplane, train, bulldozer, forklift, crane, trencher, derrick, taxicab, delivery truck, ship, school bus, limousine, ambulance, semi-truck, short-haul truck, moving van, etc. Display around the room or on bulletin boards for the school to view.

8. On the WORKSHEET on page 375, the driving occupations noted in this lesson have been listed. Students are to list one advantage and one disadvantage according to their own opinions. Share the responses when all are finished and determine if advantages and disadvantages are the same for everyone or are there some cases where one person lists an advantage that another person lists as a disadvantage.

9. On the WORKSHEET on page 376, twelve driving occupations are listed. Students are to name three types of work each driver might do if he or she drove that type of vehicle. One example is given. Share the results with the class.

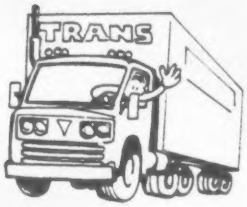
10. Stand on a busy street-corner. Record the types of trucks and vehicles that go by which have a company's name written on the side. After fifteen minutes, return to class and talk about each company seen. Speculate as to how much time is spent driving, for what purpose the vehicle is moving from one place to another, and what the driver will be doing once the vehicle stops. What generalizations can be made about the drivers of each vehicle?

America has been muscle bound from holding a steering wheel. The only callous place on an American is the bottom of his driving toe.

-Will Rogers

DRIVING OCCUPATIONS

WORKSHEET 57-8



Name ______________________________

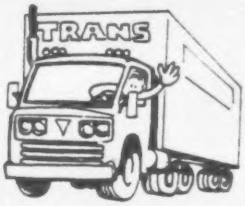
Date ______________________________

DIRECTIONS: Listed below are driving occupations. Think about each driver. List one part about the job you would enjoy and one part you would not enjoy.

Job Title	One Part I Would Like About the Job	One Part I Would Not Like About the Job
Bulldozer Operator		
Crane Operator		
Trencher		
Derrick Operator		
Taxicab Driver		
Inter-city Bus Driver		
Transit Bus Driver		
Route Deliverer		
Locomotive Engineer		
Ship Captain		
Parking Attendant		
School Bus Driver		
Chauffeur		
Ambulance Driver		
Long Distance Trucker		
Short Haul Trucker		
Fork Lift Operator		

DRIVING OCCUPATIONS

WORKSHEET 57-9



Name ____________________

Date ____________________

DIRECTIONS: Name three different types of work one might do if he or she were the:

Driver of a:	Type of Work	Type of Work	Type of Work
Bulldozer	Builds roads	Clears building sites	Fights forest fires
Crane Operator			
Trencher			
Derrick Operator			
Route Deliverer			
Pilot			
Locomotive Engineer			
Ship Captain			
Chauffeur			
Long Distance Trucker			
Short Haul Trucker			
Fork Lift Operator			
Bus Driver			

Trouble with American transportation is that you get somewhere quicker than you can think of a reason for going there. What we need now is a new excuse to go somewhere.
-Will Rogers

LESSON 58 COMMUNITY SERVICE OCCUPATIONS

LEAD-IN:

Americans enjoy many conveniences brought about only because of the large number of community services. Just to name a few, there are:

Transportation Systems
Radio and Television
Newspapers
Law Enforcement Agencies
Postal Services
Educational Systems
Libraries
Highway Systems
Fire Protection

Three of these community service occupations which employ a large number of people and which usually trains them on-the-job are:

Law Enforcement	Fire Protection	Postal Service
*Police Officer	Dispatcher	Mail Carrier
*Detective	Pump Operator	Postal Clerk
**FBI Agent	*Fire Inspector	Postmaster
Sheriff	Fire Fighter	Postal Inspector
Parole Officer	*Fire Investigator	Mail Handlers
Parking Meter Attendant	Truck Driver	
Radio Dispatcher	Fire Marshall	
Jailer		
Guard		
State Police		

*Requires additional training but in the form of a specialized course rather than college courses.
**Requires college degree plus training.

FOCUS:

1. To assist students to become aware of the many community service occupations.
2. To create an awareness of specific jobs within three areas: law enforcement, fire protection, and the postal service.
3. To provide assistance for determining the training and experience requirements for various jobs in law enforcement, fire protection, and the postal service.

ACTIVITIES:

1. On the WORKSHEET on page 379, jobs have been identified and defined. Students are to choose the job description that matches the job title.
2. On the WORKSHEET on page 380, students are to match community service occupation titles with job descriptions. Suggest that students use resources when they are unsure.
3. Visit the police station. Talk with workers. Assist students to give each worker a title. Discuss services that the law enforcement body provides, but be sure to discuss personal feelings about jobs. Are police officers ever frightened? What is the worst part of the job? What special training has he or she had? Where does one go for law enforcement training?

4. Ask the parking meter attendant to come to class. How does one get a parking meter attendant's job? Do you plan to have this job forever, or is it a stepping stone to a better job? What do you do when people complain? Do some people consider your job to be second rate? Describe your day on the job.

5. Make arrangements to visit the jail, even if it is only to see the workers and equipment, and to observe procedures of the employees. Check to make sure no acquaintances are in the jail. What measures have bee installed for safety of the workers? What training is required to use the jail radio equipment? Identify b job title each employee.

6. Use a field trip to the fire station as a time to learn about the services provided to the community and at the same time become familiar with duties of various employees. How is the real fire station like the ones seen on T.V.? Is the life of a firefighter exciting? What do firefighters do when there are no fires? What kind of a schedule do they work? What characteristics should firefighters have? What are the dangerous parts of a firefighter's life?

7. Go to the post office at a slack time. Talk to the postmaster or postmistress and the other workers to discover for what each worker is responsible and how one worker's responsibilities are dependent upon another. Draw a diagram to show the flow of mail from the time it enters the post office until it leaves. Name the people at each point who are responsible. Five of the workers we think of usually are: Mail Carriers, Mail Handlers, Postmaster, Postal Clerk and Postal Inspector. What others work for the Post Office?

8. Invite a Mail Handler or a Mail Carrier to come to class and talk about his or her job. What is the test like that is given all postal workers before they are hired? Talk about the excellent fringe benefits provided to those with government jobs. What kind of character must one have to work for the post office? Are there a lot of openings at that post office? What training and experience are required?

9. Students are to select one community service job which they admire and write a paragraph saying why that person is respected more than the others. Each person is to read his or her paragraph to the class. The large number of different responses may indicate that community services are important to the population and provide services which we do not want to lose.

10. List the workers students have come into contact with that day. Determine if they are community servi occupations or if they sell a product. Students will be surprised how many provide a service. Then determine which ones are paid with tax revenues? Is it any wonder that taxes are so high? Who would like to do without these services in order to have lower taxes?

We can't all be heroes, because some of us have to sit on the curb and clap as they go by.
-Fat Albert

COMMUNITY SERVICE OCCUPATIONS

WORKSHEET 58-1

Name ______________________________

Date ______________________________

DIRECTIONS: Write the job title on the line in front of the job description.

Law Enforcement

Patrol Officer
Detective
FBI Agent
Sheriff
Jailer
Guard
Parole Officer
Radio Dispatcher
Parking Meter Attendant
State Police

______________________________ 1. A position elected by the people.

______________________________ 2. Watches for speeders on Interstate Highways.

______________________________ 3. Directs law enforcement persons to investigation sites.

______________________________ 4. Investigates violations of Federal laws, such as bank robberies, kidnappings, etc.

______________________________ 5. Plain clothes officers assigned to criminal investigations.

______________________________ 6. Hired by a business to patrol and inspect property to protect it against fire, theft, vandalism, and illegal entry.

______________________________ 7. Job ranges from controlling traffic to preventing and investigating crimes.

______________________________ 8. Checks cars to see they have not parked too long in one place.

______________________________ 9. Keeps a record of the location of all persons recently released from jail or prison.

Fire Protection

Fire Investigator
Dispatcher
Fire Inspector
Fire Marshall
Pump Operator
Truck Driver
Firefighter

______________________________ 10. Connects hose lines to hydrants and positions ladders.

______________________________ 11. Operates a pressure pump to put water on a fire.

______________________________ 12. Checks buildings for conditions that might cause a fire.

______________________________ 13. Tries to determine the cause of each fire.

______________________________ 14. Receives fire calls, notifies firefighters, and provides directions to the fire's location.

______________________________ 15. Controls the truck on the way to the fire as well as the pressure gauges, etc. at the fire location.

Postal Service

Mail Carrier
Postal Clerk
Postmaster
Postal Inspector
Mail Handler

______________________________ 16. Sells stamps and accepts parcel post at the counter in the Post Office.

______________________________ 17. Oversees all the activities at one postal center.

______________________________ 18. Picks up and delivers mail to houses and businesses.

______________________________ 19. Checks to see that postal laws are obeyed.

______________________________ 20. Sorts and puts mail into bags according to areas of the country it is to go.

COMMUNITY SERVICE OCCUPATIONS

WORKSHEET 58-2

Name ____________________________________

Date ____________________________________

DIRECTIONS: Job titles are given in one column, and job descriptions are given in another column. Match the title with the description and write the letter on the line.

Law Enforcement

——1. Patrol Officer

——2. Detective

——3. FBI Agent

——4. Sheriff

——5. Parole Officer

——6. Radio Dispatcher

——7. Parking Meter Attendant

——8. Jailer

——9. Guard

——10. State Police

a. County official who is elected by the people.
b. Watches for speeders on Interstate Highways.
c. Directs law enforcement persons to investigation sites.
d. Investigates violations of Federal laws such as bank robberies, kidnappings, etc.
e. Plain clothes officers assigned to criminal investigation.
f. Hired to watch private property to protect it against fire, theft, vandalism, and illegal entry.
g. Job ranges from controlling traffic to preventing and investigating crimes.
h. Checks cars to see they have not parked too long in one place.
i. Keeps record of the location of all persons recently released from jail or prison.
j. Books the accused and assigns the person to a cell.

Fire Protection

——11. Dispatcher

——12. Pump Operator

——13. Fire Inspector

——14. Firefighter

——15. Fire Investigator

——16. Truck Driver

k. Connects hose lines to hydrants and puts ladders in place.
l. Operates a pressure pump to put water on the fire.
m. Checks buildings for conditions that might cause a fire.
n. Tries to determine the cause of each fire.
o. Receives fire calls, notifies firefighters, and provides directions to the fire's location.
p. Controls the truck on the way to the fire as well as the pressure gauges, etc., at the location of the fire.

Postal Service

——17. Mail Carrier

——18. Mail Handler

——19. Postal Inspector

——20. Postmaster

——21. Postal Clerk

q. Sells stamps and accepts parcel post at the counter in the post office.
r. Oversees all the activities at one postal center.
s. Delivers mail to houses and businesses.
t. Checks to see that postal laws are obeyed.
u. Sorts and puts mail into bags according to the area of the country it is to go.

ANSWER KEY

An optimist is a dude who works a crossword puzzle with a ballpoint pen.
-Fat Albert

ANSWER KEY

WS 1-5

1. Doctor, 2. Homemaker, 3. An Unemployed Part-Time Student, 4. A Mayor, 5. A Nun.

WS 2-4

1. A
2. B
3. C
4. C
5. A
6. A
7. B
8. A
9. C
10. B
11. B
12. B
13. C
14. B
15. C
16. A
17. B
18. C
19. B
20. B

WS 3-8

1. Yes
2. Yes
3. Yes
4. No
5. Yes
6. Yes
7. Yes
8. Yes
9. No
10. Yes
11. Yes
12. Yes
13. No
14. Yes
15. Yes
16. No

WS 4-3

1. g
2. b
3. e
4. d
5. h
6. a
7. i
8. j
9. c
10. f
11. o
12. k
13. m
14. p
15. l
16. n
17. r
18. t
19. q
20. s

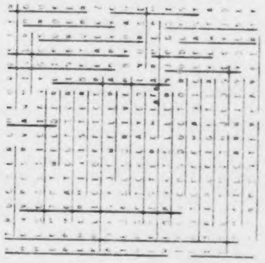
WS 5-9

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. No
9. Yes
10. Yes
11. Yes
12. Yes
13. Yes
14. Yes
15. Yes
16. Yes
17. Yes
18. No
19. Yes
20. Yes

WS 8-8

1. Which list do you mean?
2. Which chalkboard?
3. What fertilizer should I use?
4. What is the name of the company to call?
5. How much should I take out?
6. No information needed.
7. What time would you need me?
8. What amount of money did he give you?
9. In what room is Mrs. Pauling?
10. How much of the grass is yours?
    How much do you want trimmed on the hedge?
    What weeds do you want pulled?
11. What do you want done with these clippings?
    Have I done the work as you wished it done?
    Is there anything else you want done?
    Shall I put the tools in the garage?

WS 9-6



WS 5 7

1. B
2. A
3. C
4. A
5. C
6. B
7. B
8. C
9. B
10. A

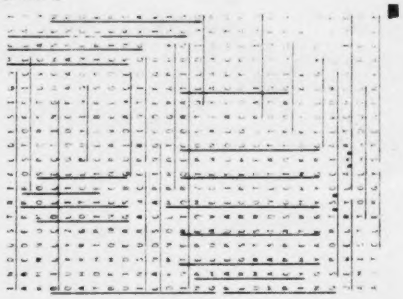
WS 11-5

1. A,C,J
2. A,B,C,J
3. A,B,I,J
4. B
5. E,H,I
6. E,H
7. B,C
8. D,I,J
9. A,B,C,J
10. E,H
11. B,E
12. A,B
13. G
14. E,H,J
15. E,H
16. A,B,C
17. A,B,J
18. A,B,E
19. B,D
20. A,B,F
21. A,J

WS 13-3

1. b
2. r
3. d
4. k
5. c
6. n
7. g
8. a
9. m
10. l

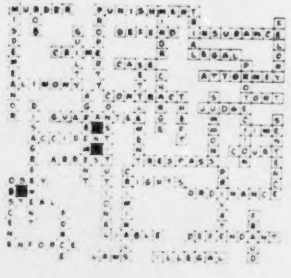
WS 16-9



WS 16-10

5. $25.75

WS 19-5



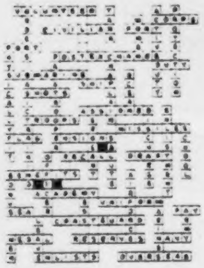
WS 20-2

1. Self-control
2. Adapt
3. Confident
4. Worthwhile
5. Positive
6. Tolerant
7. Tactful
8. Coping

WS 27-4

1. i
2. g
3. e
4. b
5. c
6. a
7. d
8. f
9. n
10. p
11. h
12. r
13. l
14. j
15. k
16. t
17. o
18. q
19. m
20. s

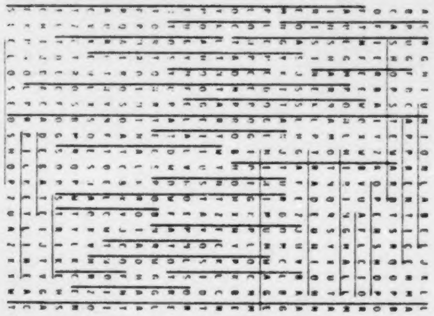
WS 28-1



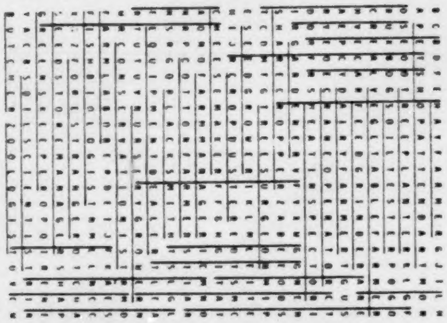
WS 29-8

1. Automobile
2. Camera
3. Typewriter
4. Ball point pen
5. Flashlight
6. Stove
7. Motorcycle
8. Radio
9. Television
10. Clothes
11. Canned food
12. Shoes
13. Tape recorder
14. Stereo
15. Games
16. Clock
17. Appliances
18. Telephone
19. Bicycle
20. Lawn Mower

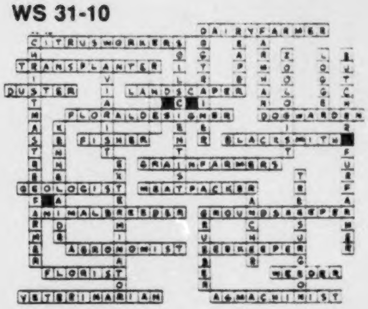
WS 30-2



WS 31-9



WS 31-10


DAIRYFARMER
CITRUSWORKERS
TRANSPLANTER
DUSTER
LANDSCAPER
FLORALDESIGNER
DOGWARDEN
FISHER
BLACKSMITH
GRAINFARMERS
GEOLOGIST
MEATPACKER
ANIMALBREEDER
GROUNDSKEEPER
AGRONOMIST
BEEKEEPER
FLORIST
HERDER
VETERINARIAN
AGMACHINIST

WS 33-7

1. Wedding Consultant
2. Nursery Salesperson
3. Transplanter
4. Groundskeeper
5. Landscaping Architect
6. Bagger and Burlap Person
7. Florist's Aide
8. Aide
9. Sod Mover
10. Laborer

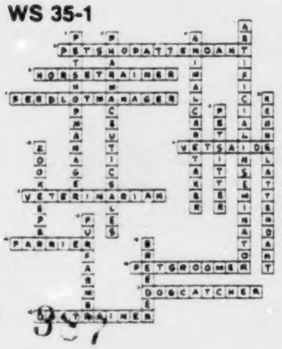
WS 33-8

1. 1
2. 0
3. 0
4. 0
5. 0
6. 0
7. 0
8. 1
9. 0
10. 1
11. 0
12. 0
13. 0
14, 0
15. 0
16. 0
17. 2
18. 2
19. 2
20. 1
21. 0
22. 0
23. 1
24. 1
25. 0
26. 0
27. 0
28. 0
29. 1
30. 0
31. 2
32. 0
33. 0
34. 1
35. 0
36. 0
37. 0
38. 0
39. 0
40. 0
41. 2
42. 2
43. 1

WS 34-8

1. f
2. h
3. c
4. g
5. d
6. i
7. e
8. a
9. b
10. c
11. d
12. b
13. a
14. c
15. e
16. f
17. a
18. b
19. d
20. b
21. c
22. d
23. a

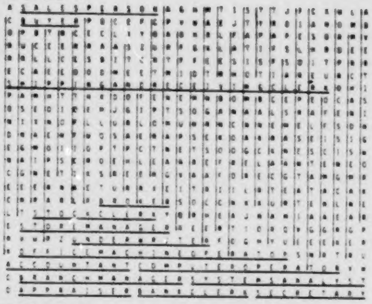
WS 35-1


PETSHOPATTENDANT
HORSETRAINER
SEEDLOTMANAGER
VETSAIDE
VETERINARIAN
FARRIER
PETGROOMER
DOGCATCHER
ANIMALCARETAKER
ARTIFICIALINSEMINATOR
PETSITTER
KENNELATTENDANT
ZOOKEEPER
FURFARMER
BREEDER

WS 35-5

1. Dog Trainer
2. Dog Catcher
3. Pet Groomer
4. Breeder
5. Farrier
6. Fur Farmer
7. Veterinarian
8. Vet's Aide
9. Zoo Keeper
10. Pet Sitter
11. Kennel Attendant
12. Feed Lot Manager
13. Horse Trainer
14. Pet Shop Attendant
15. Animal Caretaker
16. Pharmaceutic Sales
17. Pet Shop Manager
18. Artificial Inseminator

WS 36-4



WS 37-6

1. Produce Manager
2. Cashier
3. Bakery Manager
4. Meat Cutter
5. Dairy Case Manager
6. Meat Department Manager
7. Baker's Assistant
8. Store Manager
9. Sacker
10. Meat Department Manager
11. Store Manager
12. Stock Clerk
13. Stock Clerk
14. Cashier
15. Produce Manager
16. Checker
17. Meat Wrapper
18. Stock Clerk
19. Stock Clerk
20. Produce Manager
21. Checker
22. Store Manager
23. Checker
24. Frozen Food Manager
25. Baker's Assistant

WS 38-5

1. Yes
2. Yes
3. Yes
4. No
5. Yes
6. Yes
7. Yes
8. Yes
9. No
10. Yes
11. Yes
12. Yes
13. Yes
14. No
15. No

WS 39-10

DATE	ITEM	AMOUNT	BALANCE
10-10	Balance		4,374.00
10-10	Salaries	1,200.00	3,174.00
10-10	Receipts	430.30	3,604.30
10-11	Building Rent	500.00	3,104.30
10-11	Receipts	501.60	3,605.90
10-12	Merchandise	1,731.00	1,874.90
10-12	Receipts	746.32	2,621.22
10-13	Light Repair	14.75	2,606.47
10-13	Receipts	960.01	3,566.48
10-14	Elec. and Gas	250.72	3,315.76
10-14	Receipts	1,667.44	4,983.20
		Balance	4,983.20

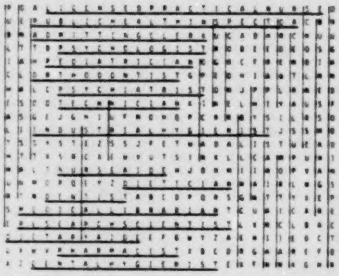
WS 40-4

1. Teller
2. Official
3. Clerk
4. Teller
5. Official
6. Teller
7. Official
8. Official
9. Teller
10. Clerk
11. Teller
12. Clerk
13. Official
14. Official
15. Official
16. Teller
17. Official
18. Teller
19. Official
20. Teller

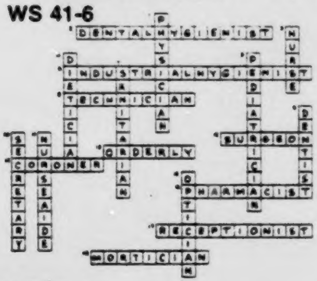
WS 40-5

1. Teller
2. Official
3. Clerk
4. Clerk
5. Official
6. Teller
7. Teller
8. Teller
9. Clerk
10. Official
11. Clerk
12. Official
13. Teller
14. Teller
15. Official
16. Clerk
17. Clerk
18. Clerk
19. Clerk
20. Official

WS 41-1



WS 41-6



WS 42-5

1. Dentist
2. Dental Hygienist
3. Dental Assistant
4. Orthodontist
5. Receptionist
6. Oral Surgeon
7. Dentist
8. Bookkeeper
9. Dental Lab Technician
10. Dental Hygienist
11. Dentist
12. Dental Assistant
13. Dentist
14. Oral Surgeon
15. Dental Hygienist
16. Dental Assistant
17. Dentist
18. Dental Hygienist
19. Orthodontist
20. Oral Surgeon
21. Dental Lab Technician
22. Dental Lab Technician
23. Receptionist
24. Bookkeeper
25. Receptionist
26. Bookkeeper

WS 42-6

1. A,E,F,G,N,Q
2. A,B,E,I,Q
3. C,L,M,O,P
4. D,R
5. A,E,F,G,K,N,Q
6. G,H,N,Q
7. C,S
8. J,T

WS 43-5

1. Anesthetist
2. Surgeon
3. Dietician
4. Orderly
5. Switchboard Operator
6. Admissions Clerk
7. Physician
8. Specialist
9. Laundry Worker
10. Chaplain
11. Cook
12. Therapist
13. Laboratory Technician
14. Radiologist
15. Pathologist
16. Registered Nurse
17. Practical Nurse
18. Nurse Aide
19. Housekeeper
20. Discharge Clerk

WS 44-2

1. E
2. H
3. L
4. A
5. D
6. F
7. G
8. I
9. N
10. J
11. B
12. C
13. K
14. O
15. M

Ten on-the-job training occupations:

1. Nurse Aide
2. Orderly
3. Housekeeper
4. Laundry Worker
5. Cook
6. Cook's Assistant
7. Dishwasher
8. Activity Director
9. Groundskeeper
10. Business Manager

Five jobs which require 6 months or more training:

1. Administrator
2. Registered Nurse
3. Practical Nurse
4. Dietician
5. Therapist

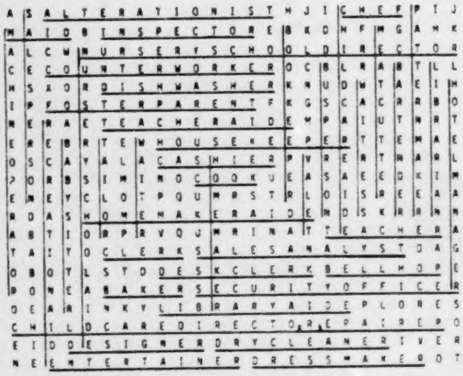
WS 44-3

1. Administrator
2. Registered Nurse
3. Orderly
4. Practical Nurse
5. Nurse Aide
6. Housekeeper
7. Laundry Worker
8. Dietician
9. Cook
10. Cook's Assistant
11. Dishwasher
12. Therapist
13. Activity Director
14. Business Manager
15. Groundskeeper

Nursing home jobs for high school graduates:

1. Nurse Aid
2. Orderly
3. Housekeeper
4. Laundry Worker
5. Cook's Assistant
6. Dishwasher
7. Groundskeeper

WS 46-2



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A S A L T E R A T I O N I S T H J I C H E F P I J
M A I D R I N S P E C T O R E B K D N F M G A H K
A L C W N U R S E R Y S C H O O L D I R E C T O R
C E C O U N T E R W O R K E R O C B L R A B T L L
H S X O R D I S H W A S H E R K N U D W T A E I H
I P F O S T E R P A R E N T F K G S C A C R R B O
N E R A E T E A C H E R A I D E W P A I U T N R T
E R E B R T E W H O U S E K E E P E R T T E M A E
O S C A Y A L A C A S H I E R P V R E R T N A R L
P O R B S I M I N O C O O K U E A S A E E D K I M
E N E Y C L O T P Q U M R S T R L O I S R E E A A
R D A S H O M E M A K E R A I D E M D S K R R N M
A B T I O R P R V Q J M R I N A T T E A C H E R A
T A I T O C L E R K S A L E S A N A L Y S T O A G
O B O T L S T O D E S K C L E R K B E L L H O P E
R O N E A B A K E R S E C U R I T Y O F F I C E R
O E A R I N K Y L I B R A R Y A I D E P L O R E S
C H I L D C A R E D I R E C T O R E P A I R E R O
E I D D E S I G N E R D R Y C L E A N E R I V E R
N E E N T E R T A I N E R D R E S S M A K E R O T
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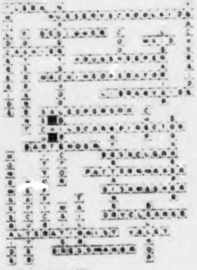
WS 46-3



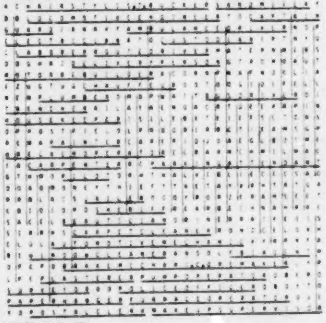
WS 50-7

1. b
2. h
3. c
4. g
5. a
6. j
7. i
8. f
9. d
10. e
11. d
12. c
13. f
14. b
15. e
16, a
17. e
18. d
19. a
20. b
21. c

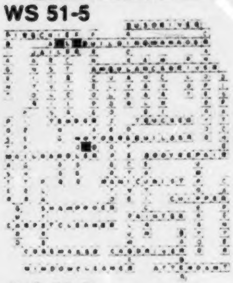
WS 50-8

1. Designer
2. Pattern Marker
3. Spreader
4. Marker
5. Cutter
6. Assemblers
7. Sewing Machine Operator
8. Operator Presser
9. Hand Sewer
10. Inspector
11. Alterationist
12. Tailor/Dressmaker
13. Dry Cleaner
14. Finisher
15. Repairer
16. Inspector
17. Buyer
18. Stock Person
19. Sales Analyst
20. Salesperson
21. Store Manager

WS 51-1



WS 51-5



WS 52-7

1. i
2. e
3. f
4. h
5. c
6. b
7. n
8. l
9. j
10. d
11. a
12. g
13. k
14. m

3 and 10

WS 53-5

1. Casting Designer
2. Patternmaker
3. Hand Molder
4. Molder's Helper
5. Machine Molder
6. Coremaker
7. Coresetters
8. Furnace Operator
9. Pourer
10. Shakeout Worker
11. Shotblaster
12. Tumbler Operator
13. Chipper
14. Grinder
15. Annealer
16. Inspector

WS 54-8

1. e
2. c
3. d
4. a
5. f
6. l
7. j
8. g
9. h
10. i
11. o
12. n
13. r
14. q
15. m
16. u
17. s
18. w
19. v
20. t
21. cc
22. bb
23. y
24. aa
25. z

WS 58-1

1. Sheriff
2. State Police
3. Radio Dispatcher
4. FBI Agent
5. Detective
6. Guard
7. Patrol Officer
8. Parking Meter Attendant
9. Parole Officer
10. Firefighter
11. Pump Operator
12. Fire Inspector
13. Fire Investigator
14. Dispatcher
15. Truck Driver
16. Postal Clerk
17. Postmaster
18. Mail Carrier
19. Postal Inspector
20. Mail Handler

WS 58-2

1. g
2. e
3. d
4. a
5. i
6. c
7. h
8. j
9. f
10. b
11. o
12. l
13. m
14. k
15. n
16. p
17. s
18. u
19. t
20. r
21. q

Everything is funny as long as it is happening to somebody else.
-Will Rogers

CHAPTER V

SUGGESTED RESOURCES

A number of sources are available for use in WECEP planning. One primary source of materials is available upon request from the Department of Adult, Vocational and Technical Education, Illinois Office of Education, for all WECEP teacher-coordinators:

Harris, E. Edward. **An Annotated Bibliography of Instructional Materials for Cooperative Vocational Education,** 1977.

A number of additional references were used by this writer and are recommended for teacher-coordinators to have in their libraries to serve as supplementary sources for developing programs and building lessons:

Harris, E. Edward, Project Director. **Handbook for Cooperative Vocational Education in Illinois.** Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois, 1978.

Kimbrell, Grady and Ben S. Vineyard. **Succeeding in the World of Work,** Bloomington, Illinois: McKnight and McKnight Publishing Co., 1970.

Lawson, Dorothy and Dorothea McDonald. **Career Exploration Occupational Information for the Junior High/ Middle School,** Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois, 1977.

Sullivan, James A., Project Director. **Special Programs Cooperative Occupational Education Guide.** Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois.

U.S. Department of Labor, **The Occupational Outlook Handbook,** Bureau of Labor Statistics, Washington, D.C.: Government Printing Office, 1976-1977.

In addition, a number of other relevant materials are available upon request from the East Central Curriculum Management Center at the Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777, Phone 217/782-0759.

Those materials which are available but are not listed in the **Annotated Bibliography of Instructional Materials in Cooperative Vocational Education** are:

Materials Other Than Films or Filmstrips

Blair, Diane, Project Director. **CARE Kit** (Combining Activities with Real Experiences), Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois, 1977. Under revision.

Pollock, Steve, Project Director. **A Curriculum Guide for Pre-Employment Skills,** C-AT-259, Department of Adult, Vocational and Technical Education, Illinois Office of Education, 1977.

Simon, Howe and Kirschenbaum, **Values Clarification,** Hart Publishing Company, 1972.

Filmstrips

A New Look At Home Economics Careers

This program provides information about colleges and careers in home economics. Working professionals describe careers in the field of hospitality, extension service, child development, and fashion. (1972)

Adolescent Experience: Developing Values

Open-ended dramatizations stimulate group involvement in decisions over conflicting values. This program presents values-forming experiences related to the home, peer interaction, religion, and school life. (1973)

Adolescent Experience: Forming Beliefs

Personal growth comes from asking questions and forming beliefs—through myths, religion, philosophy, and science. (1973)

Adolescent Experience: Interpersonal Relationships

A one-act play dramatizes family conflict. When Cynthia is accused of stealing, her parents fail to support her. The actors, directors, and author discuss the plot, give insight into parents' problems, options available to youth in finding their independence. (1973)

Adolescent Experience: Setting Goals

Students can evaluate decisions made by: Jeff, a college dropout; Alice, a music major; Steve, an athlete working for a scholarship; Kathy, in the working world. (1973)

Adolescent Experience: Shaping Identity

Excerpts from Cumming, Hayakawa, Hesse, Maugham reveal the complexity of self-identity, individuality, integrity, satisfaction, goal setting. (1973)

Better Choice, Better Chance: Selecting a High School Program

Careful course selection enhances class work and career plans. Academic, vocational and general programs should relate to personal needs and objectives. (1975)

Career Awareness Series

The filmstrips in this series cover careers associated with school workers, hospital workers, construction workers, airport workers. (1973)

Career Awareness Field Trip Series: Off We Go To The Bike Factory

This filmstrip shows a variety of manufacturing tasks in the mass production of bicycles. (1974)

Career Direction: High School As Tryout

The high school is a "testing laboratory" for discovering personal values, behaviors, interests relevant to career planning. People-oriented jobs are related to social studies and English. Data-oriented jobs to science, math, and business—and things-oriented jobs to art and industrial skills. (1975)

Career Discoveries: People Who Create Art

This filmstrip defines the nature of talent, inner direction, desire to communicate as they motivate musicians, sculptors, painters, writers, artisans, designers. (1972)

Career Discoveries: People Who Help Others

A community organizer helps a small town unify efforts for a new water system; a day-care worker discusses her job; a physical therapist describes her work at a children's hospital. (1972)

Career Discoveries: People Who Make Things

Construction workers describe the assembling of DC-10 airplanes; a chef prepares fine food; a model builder builds an entire city to scale. (1973)

Career Discoveries: People Who Organize Facts
A sports editor tells his use of facts and figures; an automotive researcher finds facts to restore antique cars; a bakery packaging forewoman organizes a vast production line. (1972)

Career Discoveries: People Who Influence Others
A model and cosmetics demonstrator sells products, an advertising executive works on a public service campaign for a city zoo; a county agent helps dairy farmers improve their farming methods. (1973)

Career Discoveries: People Who Work in Science
An ocean-life scientist works with sea lions, whales, and porpoises; a crime-lab technician shows the police lab facilities and her job in chemical analysis; a recording engineer demonstrates sound production of a TV commercial. (1972)

Career Education For Grades 5-12: Selected Professional Careers
This cassette program presents the nature of work in a specific occupation, probable earnings, job prospects, educational and training requirements.

Career Values: What Really Matters to You?
The five-part program portrays values as a key to job satisfaction, the chances involved in forming a business, work environment, personal commitment to the job, the different time schedules for jobs. (1974)

Careers and Lifestyles
This two-set program gives autobiographical accounts of eight different people and their professional decisions and lifestyles. Set 1 includes a farmer, a surgeon, a restaurant owner, a production worker. A firefighter, a neighborhood center director, a carpenter, a corporate executive are presented in Set 2. (1974)

Careers and Vocations Series: Getting and Keeping Your First Job
Job Selection and job success require certain ability and attitudes, as discussed in this filmstrip.

Consumer Series: Buyer, Beware!
This presentation provides an awareness of frauds and misrepresentations in advertising, retail practices and labeling. (1972)

Consumer Series: Making Ends Meet
A model family budget illustrates orderly distribution of money, importance of staying within predetermined limits, establishing priorities, purchasing luxuries. (1972)

Consumer Series: Money Well Spent
The vastness of our American economy requires wise buying. This program teaches consumer awareness of the seller/advertiser. (1972)

Consumer Series: The Price of Credit
A simulated used car dealer shows deceptive sales tactics and emphasizes the importance of scrutinizing sales documents carefully. Credit problems and comparison shopping are also emphasized. (1972)

Discovering Your Personality: Belonging to a Group
Part I features family and peer group interaction, cooperative efforts, group pressure, rejection. Part II shows neighborhood kids working together to put on a backyard carnival. (1973)

Discovering Your Personality: Exploring Your Feelings
Part I examines feelings related to puberty, disguised anxieties, envy of friends, anger, the need to "talk it out." Part II shows hostility, vulnerability, manipulative behavior and empathetic responses in a group-game situation. (1973)

Discovering Your Personality: Who Are You?

Four different peer models show how family, school and other interactions shape their self-concept. The four children discuss family relationships, their goals, fears, and hopes. (1973)

Education: Who Needs It? (Career Awareness Filmstrip Series)

The filmstrips in this series relate particular classroom subjects to specific careers by explaining why people study the subject, how people use this subject on the job, how important the subject is. Set 1 covers education in general, health and physical education, reading, science. Set 2 discusses math, art, and music, language arts, and social studies.

Following Instructions

The importance of learning to follow instructions is a forerunner of self-discipline in later life. (1972)

Getting Along With Others

The lessons taught in this program help prepare children for success in the working world by teaching them to develop good relationships with co-workers. (1972)

Helpers

This program shows the many people who perform services at school and in the community. (1972)

Job Attitudes Series: A Job That Goes Someplace

Dramatized situations make students aware of career choices, the career "lattice" concept, pre-job and on-the-job attitudes.

Job Attitude Series: Liking Your Job and Your Life

Interviews with a construction worker, a female factory worker, a Spanish-American community worker, and a self-employed radio-TV repairperson reveal that blue-collar work can be a satisfying experience. (1970)

Jobs and Gender

Sexual barriers and stereotypes have influenced men's and women's vocational choices. This filmstrip shows the changing attitudes of "masculine" and "feminine" job roles through interviews with a male kindergarten teacher, a male nurse, a female carpenter, and a female newspaper reporter. (1971)

Preparing for the World of Work

Job requirements and opportunities in the areas of home economics, industry, agriculture, business, office sales are explored.

Presenting Careers in Focus: Discovering Your Today, Exploring Your Tomorrow

This is an overview to the "Careers in Focus" series of materials for grades 6-10 in career exploration. Viewing this filmstrip will help persons decide about purchasing the series. (1975)

Unemployment

This script emphasizes the benefits of full employment and the means for reducing unemployment. (1975)

You and Your Job Interview

Tips on conduct during an interview and open-ended interviews teach students to relate interview styles to their own personality. (1975)

Your First Week on the Job

Dramatizations help prepare students for coping with new personalities, rules, decisions. (1972)

Your Job Interview

Techniques of interviewing and typical questions of an interview are discussed.

Your Working Future: Computer Careers

This filmstrip describes computer-related jobs in the order processing and accounting departments of a record manufacturer—keypunch operator, computer operator, programmer. (1973)

Your Working Future: The Dental Hygienist

The job role of dental hygiene is presented. (1973)

Your Working Future: The Telephone Operator

This program illustrates specific aptitudes and skills required of telephone operators in various job situations. (1973)

Films

Let's Get To Work (21 Minutes)

In addition to introducing the film series, this film shows that career education can help students know themselves better and provide them with knowledge and experiences to help them choose a career. (1974)

Library of Career Counseling Films (14 to 18 minutes each)

The forty films of this series explore all the broad occupational areas in the World of Work to give young people the opportunity to make an informed choice from among all the fields they may like and be suited for. The following titles in the series are available:

Series A —
Is a Career as a Technician For You?
Is a Career in the Health Services for You?
Is a Career in Machining for You?
Is a Career in the Service Industries for You?
Is a Career in Government for You?
Is a Career in Radio or Television for You?
Is a Career in the Hotel or Motel Business for You?
Is a Career in Finance, Insurance or Real Estate for You?
Is a Career in Electronics Manufacturing for You?
Is a Career in Clerical Work for You?
Is a Career in the Professions for You?
Is a Career in Management for You?

Schools and Jobs (Theme: Relationship of School, Work, and Society)

This program looks at tasks, roles, and personalities in a hospital, in a factory, in a general store, and then in school. It investigates the similarities and differences between school learning and work activities.

Things, Ideas, and People (Theme: People at Work)

Three children who think their father has lost his job make lists of jobs working with things, jobs working with ideas, and those relating to people, in hopes of helping him find other work. The program is intended to broaden students' understanding of the various work options open to them.

The Working World Series (14 minutes)

Each of the films in the series focuses upon a specific occupational cluster, the relationship of these occupations [illegible] employment requirements, relative salary expectations, and occupational lifestyle. Three of the fourteen films of the series are available:

Culture and Conscience: Careers in the Fine Arts, Education, and Social Science
Earth People: Careers in Natural Resources and the Environment
People to People: Careers in Communications and Media

Work Means (Theme: Why Man Works)

A junior high school reporter, through a series of interviews, discovers that work means different things to different people. The program helps students examine their own attitudes toward work, as well as the attitudes of others.